DOCUMENT RESUME

ED 240 208 UD 023 354

AUTHOR Wilson, Catherine Walker
TITLE Relationship between Social Class and Racial Prejudice on Home Management Skills among Black Americans.
PUB DATE Aug 81
NOTE 195p.; Ph.D. dissertation, Walden University.
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Blacks; *Home Management; Lower Class; Middle Class; Questionnaires; *Racial Bias; *Social Class; Whites

ABSTRACT

The relationship of social class and racial prejudice to the home management skills of black Americans was the focus of this study. A questionnaire (a copy of which appears in an appendix) was used to interview a sample of 100 people divided into four subgroups: low social class blacks, low social class whites, middle social class blacks, and middle social class whites. The questionnaire dealt with meal management, food preparation, money management, home management, child rearing, standards of housekeeping, crisis adjustment, and marketing. It also included questions about the type of education, whether segregated or not, and the type of neighborhood, whether segregated or not, of the individuals interviewed. The picture of home management skills that emerged from analysis of questionnaire results showed that knowledge of such skills appeared to be low for all study subjects. A relationship between social class and home management skills among blacks was shown. The majority of blacks interviewed indicated that there is also a relationship between racial prejudice and home management skills. (CMG)

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RELATIONSHIP BETWEEN SOCIAL CLASS AND RACIAL PREJUDICE ON HOME MANAGEMENT SKILLS AMONG BLACK AMERICANS

by

Catherine Walker Wilson

B.S., Cheyney State College
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A Dissertation Submitted in Partial Fulfillment of
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Doctor of Philosophy

Walden University

August, 1981

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ACKNOWLEDGEMENTS

The author expresses her sincere appreciation to many who assisted her. Special thanks are offered to the Dissertation Committee: Dr. Lee J. Messinger, research advisor, Dr. Harold Harty, faculty advisor, and Dr. Audrey Pittman, reader. They guided the progress of this dissertation with constructive suggestions and with keen critical inquiry. Their encouragement and support were invaluable.

The author is also grateful to Mrs. Carol B. Eckel and Mrs. Elton L. Winters for their assistance in typing this dissertation.

Finally, appreciation is extended to my husband, the Reverend Lloyd C. Wilson, for his untiring patience, encouragement, technical assistance, and understanding. He made sacrifices which enabled me to devote many hours to the completion of this study.

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CHAPTER I

STATEMENT OF PROBLEM

Background of Problem

The problem studied was an investigation of the relationship that may exist among the variables of social class and racial prejudice, and how these variables may affect the home management skills among Black Americans.

Specifically, this investigation sought to determine:

1. The existing home manegement skills among the Black Americans sampled.
2. The relationship of social class and racial prejudice on the home management ability among the Black Americans sampled.

An attempt was made in this investigation to study the claims established by other researchers as to what the problems might be that affect the ability of Black Americans in the management of their homes.

The United States Commission on Civil Rights (1967) which was established to submit reports, papers, findings and recommendations to the President and Congress concerning citizens and their rights has documented the following, that the main problem is money, as reported by some in the study.

Uyeki (1980) made a study of ethnic and racial segregation in

Cleveland between 1910 - 1970 and found the outcome of the study to have mixed results on the relation between socioeconomic differentiation and segregation over the period of the study. It is also important to note that the study found that even though the Blacks in Cleveland were still the lowest on socioeconomic variables in 1970, they have reduced their segregation considerably from the Whites although still being highly segregated from most ethnic groups.

This assimilation can be attributed in part to the ethnic consciousness and Black civil rights movements which are seen as important factors in recent residential changes.

There appears not to be a true system of linking the research of sociologists and educators in an attempt to look at the effects and relationships of social class and racial prejudice.

This researcher employed the use of bringing information together in the linkage strategy model.

The Linkage Strategy Model

The linkage model provided the perspective necessary to understanding why the problem exists, what made the problem come about, and when the problem first began to show signs of resistance to change. This strategy permitted the linking of creating change to the necessary communications of the change and actions to be taken in order to bring about the beginning of a solution to the observed and now recorded problem.

Mirowsky and Ross (1980), in a study on minority and ethnic culture, found that the impact of low income is the same whether minority or non-

minority. The researchers found that, consistent though the distresses of discrimination and social class might be, the impact of low income is small compared with the effects of low education that affects Blacks. Mirowsky and Ross reported that it is necessary, according to their research, to distinguish minority groups according to their ethnic culture, since whether in the United States or elsewhere, male or female, the distressing impact of low income is the same.

From the historical background of the problem investigated, it was found that disparity between the races in education and social activities have lessened over the years. However, in spite of the lessened disparity, there is a feeling among some authors that the Black American family is deteriorating. Moynihan (1969) reported that the Black American family is disorganized and is deteriorating.

Gallup (1980) conducted a survey which revealed that nearly half of the Americans interviewed felt that family life has deteriorated in the past fifteen years and many are worried about the future. The survery also indicated that most people feel that the family is the most important part of their lives.

Hill (1972) defined the strengths of the Black American. The strengths were placed in the dimensions of ability to provide the functional needs of family members placed on the unit by external demands. Hill did not see the Black American family as a disorganized, deteriorating race of people, having signs of losing family management skills.

Educators have shown interest in the background of the development of family management. From the historical view, the field of home man-

agement has emerged to the point of being recognized as a necessary part of education for all levels of social class. Pershing (1979) conducted research in the area of management in the home and family setting. The report cited the need to establish family policies as a plan of action for family members.

Nature of the Problem

The nature of the problem was to investigate the relationships of social class and racial prejudice on the home management skills of Black Americans. This was accomplished by showing the lack of home management ability among both low social class Blacks and middle social class Blacks. The evaluation for the eight areas of home management skills was tested in four demographic groups (September, 1980):

1. Low Social Class Black Americans
2. Low Social Class White Americans
3. Middle Social Class Black Americans
4. Middle Social Class White Americans

The demographically homogeneous groups were randomly chosen as this was an essential criterion for the interview. The nature of this research is in no way implying that there is an irrevocable deterioration of the Black American family. Further, there was no attempt to compare the evaluations or differences in the quality of home management among the sample.

This researcher believed that holding this position in light of direct accusations by some researchers that the demise of the Black

American family will come about because of its reported deterioration. Omission of empirical investigation of reports thus far submitted for public opinion does not lend itself well to treatment. It is further believed by this researcher that the chosen approach has served to keep the validity of the study on firm ground.

Definition of Technical Terms

1. Child Rearing -- caring for, teaching and guiding a young child through the stages of growth and development.
2. Family -- persons sharing the same ancestry, household, those committed to living together as a unit.
3. Food Preparation -- methods of baking, roasting, stewing, broiling, frying; making salads and desserts.
4. Home Management -- the system or methods of maintaining, cleaning and beautifying the home.
5. Life Styles -- implementation of one's existence in society.
6. Low Social Class -- incomes of $8,000 and under.
7. Marketing -- the act of shopping for and purchasing food, clothing, utilities or other goods and services.
8. Meal Management -- the act of identifying how and when foods are to be purchased, where stored, when prepared, how served, and when eaten.
9. Middle Social Class -- incomes of $8,001 and above.
10. Money Management -- the way in which one analyzes the financial needs and disbursements of money.
11. Nuclear Family -- a group which consists of husband, wife, child or children.

12. Planned Change -- procedural transformation from one set of circumstances to another.
13. Racial Prejudice -- a preconceived judgment or adverse opinion against a race of people. The preconceived opinions disregard one's rights and are detrimental to one's rights.
14. Time Management -- a procedure by which one will determine how to comply with a daily schedule.

General Hypotheses for the Study

By use of percentile application to the nearest 0.05 percentile, this research was designed to investigate the following two hypotheses:

1. There will be a relationship between racial prejudice and its effect on home management skills among the sample under investigation.
2. There will be a relationship between social class and its effect on home management skills among the sample.

Importance of the Study

This study has revealed existing trends among the sample population. The problem investigated made available to the Black American sociologists, community leaders, ministers and educators could bring about some of the much sought after answers to the questions concerning the Black American family.

The findings of this research should encourage others who are endeavoring to study family life to investigate more closely problems of the Black American's family life style as it relates to fundamental

existence.

An important mission of this research was to show the external forces which play a role in the abilities of all Americans to manage their homes and families.

This research establishes the need for further development of conceptual frameworks in home management education for both the low social class and the middle social class.

This research is vital to the development of our society by way of its youth. Child development and rearing is a vital part of the continuation of the communities of the nation. An important expression of this research is the sample results that point to traditionalism in child rearing as a possible drawback when one realizes the percentage of those who fall behind in child rearing practices and skills.

This research allows the reader to see the necessity in marketing surveys, particularly in the low social class setting.

Further importance of this research is revealed in the literature concerned with social class. This researcher took a combined look at social class and home management. The literature search did not find such a combined report. The importance of the literature search on racial prejudice and home management has added greatly to the necessity of this study.

There are further possibilities for this research within the realm of education for the chronically poor, the welfare recipient, and for the elderly. The findings of this research are important to the social forecasters, particularly the information relating to segmented communi-

ties. This research is of importance to the Black American who is making an attempt to plan change within the life of his or her family setting.

Assumptions for the Study

The most important assumption for this study is that all men are created equal, not only in the eyes of the law, but also in the eyes of fellow citizens who may or may not have shared in writing the laws of the nation in which we live.

It is also assumed by this study that the family is the basis for our system of life in America. This study assumes that the American way of life is based upon the strengths of its families which are subsystems of the communities from which our nation draws its strength.

In reference to the home management abilities of the subsystems which make up our society in part, it is assumed that knowledge of home management is low and that there are external forces affecting the implementation of the needed skills.

This study assumes that there are conflicts with the stated implications of social class and the implementation of the social class system.

This study assumes that racial prejudice exists in the educational and housing systems of our society.

This study assumes that the findings of this study will pave a way for further research in the management of the society in which we reside.

This researcher assumes that the recorded set of home management

skills will add significantly to the limited quantity of previously reported works on the familial needs of society and the Black American family in particular.

This researcher also assumes the ideological position that the recommended set of home management skills might make the difference between homes where there is confusion, noise, untidiness, irregularity, poor eating habits, no knowledge of marketing, where there is bickering, and, in other homes, where there is order, tidiness, regularity, well-planned and well-prepared meals, knowledge of marketing and family unity. The differences in each will be measured by the degree of skill acquired by each head of the household.

Finally, the assumptions for the study are reflected in the procedures for gathering the data. This researcher assumes that the procedures were the most valid and suited to gathering the necessary information. The interview was used as a method of collecting responses to the questionnaire. The information-gathering interview was analyzed in quantitative terms, thereby employing the interview as the measurement device and the interviewer as a measurer.

Limitations of the Study

This study was limited because it considered only two major abstract concepts relating to the home management skills of the Black American family. The two concepts are:

1. Social class
2. Racial prejudice

Further limitations of the study involved the method of reporting the findings. This researcher reported the findings of the data in terms of percentile with no reference to why the respondents responded as they did or did not. The research does show the majority or trend indicators of the sampled groups.

The study did not answer deeper questions concerning the nature and comporition of social class and racial prejudice.

This researcher sees this study limited by the selection of one city in one county location for research.

All limitations thus far written by this researcher relate to the problem in the following ways:

1. The research undertaken was specifically designed to gather social data from a given population located in a mixed social class city, yet racially including both Black and White residents.
2. Limitations of the abstract concepts are so because of the need to avoid an infinite array of peripheral side effects of social injustices as they relate to the Black American family.

The limitations of this study related to each other in the following ways:

1. The location within its limited boundaries relates to the limitations of concept and method of reporting by reflecting a microcosm of the problem it is found to exist.

The limitations of this study related to each other in the following ways:

1. The location within its limited boundaries relates to the limitations of concept and method of reporting by reflecting a microcosm of the problem it is found to exist.
2. The concepts relate in limitation to the location and method by describing simply what ideas are involved and the limited extent of that involvement.

Long Range Consequences

As a consequence of this research the information will provide a starting point at which social scientists may begin studies in the area of the affects that social class and racial prejudice have upon the managing of the home and family by Black Americans and other minorities.

The growing dissatisfaction of the general public with racial prejudice and the inequities of social class can be to some extent mitigated by well-organized research teams operating in key urban cities throughout the nation.

By focusing on the Black American family, this research will undoubtedly open the door to discussion by the leaders, authors, educators and researchers now emerging in the Black-oriented academic institutions, of which there are 107 in America today. Indeed, a goal of higher education in its long range planning for studies in hjman growth and development might investigate the American class system and evaluate its reputation of either hindering or promoting the best of the American dream for all.

CHAPTER II

REVIEW OF LITERATURE

The combined topics of social class and racial prejudice in relation to the acquisition, maintenance or loss of home management skills has not been found *per se* as a published research topic. The topic of home management is emerging with a distinct identity. There are many books written on the content areas of home economics education, but little has been done to congeal the subjects studied in home economics with the concept of home management.

King (1979) wrote on the topic of poverty and human needs. It was reported that poverty imposes harsh limits on what home economists can realistically suggest to families; but, to ignore the situation by thinking simply that things should not be this way is also unrealistic.

Bernardo (1980) presented research on trends and directions for the family in the eighties. He felt that research has come a long way in sophisticated methods but reported a need to grow in theoretical relevance. His report stated that a cross-cultural validated family theory would add universality to family research and that North American family scholars need to look beyond their borders for general theoretical orientation. Research and analysis on Black families

during the seventies called for a more positive view of the Black family.

Holman and Burr (1970) referred to the growth of family research. The two reported that family research has moved beyond the conceptual frameworks of the sixties. They viewed only symbolic interaction theory, exchange theory and systems theory as major schools of thought in the seventies. The researchers also felt that we seem no closer to a general theory of the family that many have asked for, but argue that such a theory may not only be impossible, but also unnecessary.

Weaver (1971) collected data in 1969 which were drawn from a survey of 1,011 families in the Long Beach section of California. Ethnically and economically, the area had the same characteristics as a ghetto. The median family income of the area's population was $6,534. Forty-three per cent of the respondents reported that their families' principal income providers earned less than $4,000 a year. Eleven per cent of the families reported three or more unemployed persons over 16 years of age. Forty-three per cent of the respondents were unemployed at the time of the survey, forty-five per cent of the respondents reported that their homes were in need of major repairs. The focus of the survey was on the economic success of the selected ghetto group. Forty-five per cent of the residents were Black. The authors of the research believed that one factor responsible for the economic poverty of the ghettos is the failure of ghetto children to complete school. The underlying assumption for the study was that a high school educa-

tion opens the door to success.

Okoh (1980) reported that the progress of a nation depends on the progress of its families. In an essay describing education as a source of economic growth, the problem is not one of poverty of natural resources but is the underdevelopment of human resources. Education, the essay cited, is the only means to enhance man from ignorance and to help him learn to live in his environment. The author related that the direct effects of education on the individual are evident; less understood are the indirect effects on the country as a whole and that it must be understood that indirect gains can be the reduction of dualism in a society. The investment in human beings and appropriate education, contribute in numerous direct and indirect ways toward the growth of the nation.

Weaver (1971) cautioned us by relating that not any kind of education is a source of economic growth. He said that economic growth can be realized only if it is anti-traditional to the extent that it liberates and stimulates the individual to make demands upon himself.

Phillips (1978), in his article on education in the ghetto, cited that if John Dewey were to visit schools in the ghetto of today, he would find the majority of instructors teaching exclusively from their own perceptions. The article pointed out that Dewey would be hard pressed to find correlation between students' experiences and that which is being taught to them by teachers. The total experience of learning, he believed, took place only in part in schools and would not be a segment of the teachers' day-to-day lesson plans. There would be

experiences.

Kohl (1980) raised the question of whether the institution of education could build a new social order. He feels the biggest mistake that we can make is to feel that our society faces new education challenges simply because we face a new decade. We must continue the struggle for educational, social and democratic changes. Teachers, too, he believes, are capable of being major agents of social change.

Chin and Bennis (1969) have set forth in an essay strategies for change within the human systems. They discussed planned change in which attempts to foster and implement change are conscious, deliberate and intended. The knowledge which might lead to improvements in educational practice may, on one hand, be behavioral knowledge -- knowledge concerned with participating learning, about attitude change, about family disruption in inner-city communities, about cognitive and skill requirements or of new careers. In any category of learning, "people technologies," based on behavioral knowledge for dealing effectively with human aspects of deliberate change, must be employed. The essay delineated types of strategies for change, such as emperical-rational, normative-re-educative and power-coercive. We must remain constantly aware that political power will continue to play an important part in shaping and reshaping our institutions of education.

Shultz (1976) has written extensively on the changing family and sets forth in detail that in response to movements in the American social and economic life, families are changing quite dramatically. He

social and economic life, families are changing quite dramatically. He relates in his writings that it is often difficult to evaluate the element of conscious choice in a given decision.

Bennis, Berne, Chin and Corey (1969) introduced their writings on planned change by stating that we must focus on the process of instrumentation of change to get an adequate picture of the change or changing. We must see the targets or systems to which the change is directed, keeping in mind four types or levels of systems: self, role, interpersonal or group, and larger systems such as formal organizations, communities, and in some cases, cultural systems. To understand the changes which come about, emphasis must be placed on the processes involved in change and the types of instrumentation utilized to create change.

Shultz (1976) set forth in his writings on family change that public policy sometimes reflects a conscious attempt to change the family. Families that become the object of public policy frequently belong to some relatively powerless portion of our population.

Oppenheim (1976) has written on the subject of home management and emphasized the need for controlling the plans of action within the family structure. The success of planned changes or implementations depend largely on its being carried out effectively; this concept reflects the need for skilled individuals in the area of implementation. Skillful direction and guidance are needed to help control the plan of operation or change.

Shultz and Rodgers (1980) have written about the family in the

vein of personal fulfillment. They set forth in their writing that marriage is changing. The middle-class suburban family style is placed alongside of other life styles. They raised the question of how typical the traditional family is. The answer in part depends on what norms are considered to be traditional. Another question raised is, why is marriage changing? We are given the answer that society is changing and social change can affect marriage by declining influence of religion, the widespread use of birth control methods, the automobile, the increasing antipersonalization of our society, the enormous job market which includes some 41.1 million jobs for women, and demographic changes.

Authors are calling for more indepth study of family policy and management. Improving and broadening the horizons of family research is becoming the topic of concern in the field of home economics. Family researchers seek greater assistance from the total society. International concepts are the theme in home economics and related curricula. Deacon and Firebaugh (1975) organized concepts of home management into a conceptual framework for the study of home management based on a systems approach which reflects the changes which take place within a household and the interchange between the household and the environment.

Pershing (1979) developed a family policy inventory to identify established family policies which deals with goals for children, family, occupation, housing, income, property, personal improvement;

resource acquisition, time, space, community opportunities; and general living conditions and interaction between social systems and subsystems within the family.

Figley and Scroggins (1977) suggested that the family is evolving rather than dying, and that human service programs, like family planning centers, must re-evaluate their relationship with the family unit. Adaptations to the many social changes that have taken place within the last decade has shown the family in a continuing stage of metamorphosis, adapting to the societal changes.

Dobbins and Mulligan (1980) wrote on the topic of the crisis in the American family. They conducted research in the area of the Black matriarchy. The authors pointed out quite clearly that if we understand matriarchy, it is also understood that we are not referring to a total social power system, but to a social relationship in which the women and children are economically supported by mothers, then it appears as if the Black matriarchy is in fact a model. The authors developed two operational hypotheses: (1) The ratio of female-headed households to total Black households decreased over the census years 1940, 1950, 1960 and 1970. (2) The ratio of White female-headed households to White females between the ages of 20 - 64 increased over the census years 1940, 1950, 1960 and 1970.

Shultz (1976) reported that the number of Black female-headed families is comparable to the number in the White community after family income exceeds $7,000. He also related that the structure of the Black upper class is nuclear, with considerable less emphasis on

the extended family than is found in the White upper class, but more than would be characteristic of the White middle class.

Oppenheim (1976) noted that the female-based household is a widely prevalent and persisting form among the poor. Usually, such a household, she related, will consist of one or more women of child-bearing age, often related by blood or through marriage and spanning two or more generations. She also related that some researchers suggest that this type of family is not entirely disadvantageous.

Cazenave (1980) investigated the Black American family style and believed that Black Americans were virtually ignored in alternative life style research. He attributed this oversight to the following: Most alternative life style research has been confined to the ideologically based life style preferences of the societally disadvantaged, educationally elite and culturally autonomous. He felt that the etiology of Black alternative life styles can better be understood by looking at each factor involved in the Black female-headed household: (1) the availability of eligible Black men is decreasing (in 1970 there were 91 Black males for every 100 Black females without adjusting for age), (2) a high infant mortality rate for males, (3) the disproportionate number of Black men in prison, (4) the disproportionate number of Black men killed in accidents, wars and criminal homicides. Such a deviation in the sex ratio has had an impact on Black family structure. We cannot continue to regard the single-parent family as a form of deviance when their sheer numbers predict that they will be the dominant form of the family in the twenty-first century.

Hill (1972) studied the strengths of the Black family in America.

He has analyzed and interpreted data on the ways in which Black families have been able to move beyond survival to a high level of existence. He gave an operational definition of family strengths as those traits which facilitate the ability of the family to meet the needs of its members and the demands made upon it by systems outside the family unit. The literature on Black families as set forth in his writings revealed that the following characteristics have been an integral part of the development of the Black American family: (1) strong kinship bonds, (2) strong work orientation, (3) adaptability of family roles, (4) strong achievement orientation, and (5) strong religious orientation. The author related that even though these traits are found among White families, they are manifested quite differently in the lives of Black families. However, the author did relate that with few exceptions, most social scientists continue to portray Black families as disorganized, pathological and disintegrating.

Mendes (1979) researched the single parent family and found that the expectation that the parental functions be carried out by two adults of the opposite sex who are married to each other does not reflect the reality of over one-fourth of the families in the United States. It is estimated that 4.9 million families do not conform to this ideal because the 11 million children in these families are cared for by only one of their parents. The author found that single parents are not a homogeneous group. They exist in all social classes, among all racial and ethnic groups, ranging in age from 15 to over 50. Like Cazenave (1980), Mendes reports that the parents

became single due to deaths, military duties, incarcerations and divorces. Moynihan (1965) took a dim view of the fact that there are single parents among Black Americans. In his report, he contended that: "There is significant evidence that the Negro family in the urban ghetto is crumbling."

Jacobson (1979) has researched an aspect of family life styles in which the stepfamily is studied. The author estimated, like Mendes, that a minimum of 10 per cent of the 66 million children in this country under 18 are living as step-children with a stepparent. Reasons, according to the author, are the high rate of divorce, the increasing number of children affected by divorce, and the high rate at which people re-marry. In spite of these trends, not much research nor attention has been directed toward these families. The author has established that a re-marriage with existing children brought to the marriage does not constitute a nuclear family, but is indeed a stepfamily. There are associated myths and adjustments which must be considered by family researchers, including (1) myths of instant adjustment or "instant love," and (2) that which has already been stated, the myth of creating a nuclear family by way of stepchildren. However, reality can be realized through happy relationships and mutual love, depending on the desires and beliefs of the new family.

McGillicuddy-DeLisi (1980) set forth documented evidence that it is possible to conceptualize the family as a system of mutual influences in which demographic characteristics such as family constellation, socioeconomic status, and sex of children play a role in how family members influence and are influenced by other members of the family.

Parental beliefs are a critical factor in directing the family course.

Reiss, Costell, Berkman and Jones (1980) examined how one family perceives another. Their paper was concerned also with the conceptual framework mentioned by Holman and Burr (1970) in their research of the family. The conceptual framework of the former-named researchers was concerned with exploring how the ideas or concepts of a family are used to understand other families. The latter-mentioned researchers preferred to go beyond the idea of conceptual frameworks in family research. How a family perceives itself is also crucial to developing strategies for moving forward in society. Lewis (1976) believed that, regardless of success or failure, the low perceived competence individual will attribute his outcomes to luck or chance to a greater extent than the high perceived competence individual. He also believed that, compared to the high perceived competence individual, an individual who perceives himself lacking competence in an activity will de-value the importance of that activity.

Wesley (1977) believed that the conceptual model of family analyzation can be put to positive utilization in the study of perception and rejection of the opposite spouse. The author set forth an example of a woman's father who was tightfisted with his money. According to the author's report, she will also resent her husband if he has this quality. He believed that there is a very definite need for marriage counseling for the Black American and this counseling, he urges, should include premarital and postmarital counseling.

Social Class and Home Management

Warner (1959), an author in the field of social science, has written on the topic of social class. He set forth in his writing that in America, individuals are divided into status levels which are ways of life. These ways of life, he writes, have very definite characteristics and value systems. Families and their activities are identified with their social position. Families of the same position tend to associate together socially, religiously, educationally, and tend to live in the same or like neighborhoods. The family thereby adds to and strengthens the class order. Social class does not benefit all; therefore, we must involve studies of such that are needed to make social class conform to the needs of the people.

The United States Department of Commerce Bureau of Census (1979) described the economic status of the two social classes studied in this author's investigation. Those families who earn $8,000 and below are considered lower class; those families earning $8,001 and above are considered middle social class. Social class, intertwined with income, has a powerful influence over the ways in which one will conduct the daily activities of family life.

Wilber (1975) noted that the definitions so far set forth do not recognize the multidimensional nature of the lower social class. It is based strictly on family income during a single year; it largely ignores the family life cycle as a process affecting and perpetuating deprivation. Properties of social class are not limited to one year of a family's life, but to a cycle of individuals and families. Some properties are more evident at particular age levels, such as the elderly,

and racial groups, such as the Black Americans.

The inhabitants of the lower class social order are considered those who are semi-skilled or unskilled. Many of the lower class are welfare recipients who are not in a position to inherit wealth from family members who might also be members of the same class. The lower class does not hold powerful and prestigious positions in the community. They pay rent in run-down sections of their city, and many do not, as they cannot afford to, pay taxes. Research has begun to show the lower class guilty of no more than being poor, rather than lacking in desire to get ahead. Many in this class are poor but honest workers. Labor statistics show that some of the familial characteristics among Blacks in the lower class as compared to Whites include the fact that Black families in poverty are more likely than White to be earners, and with children to support.

The lower class is not visible in cities where many lower class Blacks live close together. Because so large a population of all Black families live in large cities, a large proportion of Black lower class live there.

Warner (1957) stated that the inhabitants who are gainfully employed may be teachers, merchants, financiers or higher professionals; some have inherited wealth from the family from either the husband's or the wife's side, sometimes from both. The income from employment is usually well above $8,001. The middle class often organizes into social groups and exclusive clubs and in many instances, promotes concepts which enhance the community and educational systems. They are

members of Episcopalian, Unitarian and Presbyterian churches. Some middle class are considered white-collar workers. Many of the middle class social order acquire power and prestige. The middle class are home buyers and add to the tax base of their cities.

Mirowsky and Ross (1980) examined minority status, ethnic culture and distress in a comparative study. They reported that there is little that distinguishes the effect of low income, whether upon a minority or non-minority group, in the United States or in Mexico, Black, Anglo or Mexican, male or female, the distressing impact is the same. It is also reported from the study that consistent though the distressing impact of low income is, the impact is small compared to that of low status. Factors that affect Blacks may not affect other ethnic groups; therefore, society is asked by the researchers to distinguish minority groups according to their ethnic culture. The distress associated with being Black, the researchers say, is explained by social class and marital status. These investigators also set forth that both Blacks and Whites are sensitive to low education and divorce or separation. Blacks, however, differ from Whites only in their degree of exposure to distressing factors.

Oppenheim (1976) mentioned that a common cause of family unhappiness is poor home management and having inadequate resources. The management task of the family, she states, is to use available resources to provide the family with the necessary goods, services and the kinds of emotional relationships that will enable them to function in a larger society. The author related that members of minority groups

are more likely to be living in poverty. Those in the lower social classes live in crowded living quarters, with reduced access to education and recreation. The results of these circumstances are a set of life conditions which consist of four general limitations: (1) limited alternatives, (2) helplessness, (3) deprivation and (4) insecurity.

Low Social Class and Meal Management

Oppenheim (1976) also reported that the job of the low income homemaker is much more difficult than the more fortunate person. The refrigerator may be small and not working well; probably, it will not hold frozen foods, and if it does, cannot keep them frozen. The lower social class must manage meals according to the need factor.

Middle Social Class and Meal Management

The middle social class is in a position to manage meals according to their level of income, and their educational background is usually sufficient to provide them with knowledge concerning the practice of meal management. They are able to largely avoid the detrimental factors which inhibit ability to select foods properly. These detriments include cultural, social, personal and environmental influences, according to reports on detriments in food selection by Reaburn, Krondl and Lau (1979).

Low Social Class and Food Preparation

If the lower class family resides in a rural area, the farming might be poor and land neglected. The stove will be in need of repair.

The families in this social class are less likely to know food alternatives and food prepared will be of lesser quality. Wholesome diets may be lacking for long periods of time. There is very little choice.

Middle Social Class and Food Preparation

The attitude of the middle social class toward food preparation must be considered. Foley (1979) presented an example of attitude toward food preferences as a man may like or prefer steak, yet may buy weiners because of the cost or the ease of preparation.

Middle social class families are able to base their food selections on a wide range of choices. Many do not go along with deciding on food choices based on need, but as the situation arises. Middle class values and goals help to determine when, where and how foods will be prepared.

Low Social Class and Money Management

Oppenheim (1976) reported that low-income neighborhoods have very few supermarkets. Most of the stores are small corner stores which tend to have higher prices than the chain-store supermarkets. Prices for non-food items such as television sets, furniture and pots and pans cost more in low-income neighborhoods. Rent for apartments in low-income neighborhoods are high. Those in the lower income brackets do not have enough money for their immediate needs, and cannot commit money for future needs, even though their expenditures increase as children grow older.

Middle Social Class and Money Management

Oppenheim (1976) reported that as a family moves up in the income scale, the additional income is spent differently -- relatively less goes for the basic needs, more becomes available for other things. Money is often available for future use by children or the parents. The middle social class family usually has financial resources available for the various aspects of their children's development, such as music and dancing lessons or college.

Low Social Class and Time Management

Oppenheim (1976) stated that time-saving products are too expensive for the low-income homemaker to buy. Since the family is usually larger, there is more housework and less time to perform the chores, since the low-income mother often works outside the home. The low-income homemaker must be more efficient than the average homemaker in order to keep things going in the home.

Middle Social Class and Time Management

Oppenheim (1976) reported that the middle social class families usually consist of a maximum of two children and more time is available to manage household activities. The timing of the activities is frequently determined by conditions outside the home. Routines are used to work out efficient use of time, balancing the work load among family members, reducing the warm-up and clean-up involved in household chores, detailing jobs that require the use of dishwashers or clothes dryers with those that require hand work.

Low Social Class and Child Rearing

Oppenheim (1976) studied child rearing and reported that psychological techniques of child rearing are many times impossible in a low income setting. The family is frequently larger than average. The family with low income often lacks money for basic needs. The low income homemaker must often decide whether to go to work or stay home with the children.

Middle Social Class and Child Rearing

Oppenheim also reported that some aspects of child rearing are performed outside the home, such as nursery school, day care, child development centers and summer camps. Children reared in the middle class social setting receive the benefits of their parents' education in child rearing practices and techniques. There is generally money available for things other than basic childhood necessities. Those living in the middle social class have the opportunity to make decisions about the schools which their children attend.

Low Social Class and High Standards of Housekeeping

According to Oppenheim (1976), those in the low income bracket generally rent apartments with poor facilities. The woman in this income category often has two jobs to do. If in the city, she might be away all day; if in a rural area, on the farm all day. The homemaker may not have enough energy, because of chronic health problems. Cleaning must be done the slow, hard way. The home is not easy to care for. She cannot afford time-saving cleaning products. Some low

income families cannot afford a washing machine. The house structure is generally cramped and run-down which makes it difficult to organize space into easy working conditions. Repairs are made to stoves and bathroom facilities without skilled help. The homemaker with a low income is more poorly prepared to do her job.

Middle Social Class and High Standards of Housekeeping

Oppenheim (1976) reported that generally, families build up a set of standards with which they are willing to live. The standards are part of a value system. The middle social class can afford housecleaning tools and equipment which is kept in good repair. Many read consumer reports and consumer research magazines to get assistance in selection of equipment for the household. The middle class reside in better sections of their community in residences of suitable quality and setting.

Low Social Class and Crisis Adjustment

Oppenheim (1976) reported that the lower social class have a lack of education, lack of capacity to, in fact, direct their lives. They also have a lack of capacity to change the conditions under which they must live from day to day. The lower social class are not made aware of how to change their own personal situations. Those in the lower income bracket lack also the ability to deal effectively with their environment, the landlord, the school, the health department and the many problems that arise.

Middle Social Class and Crisis Adjustment

According to Oppenheim (1976), the middle social class have the benefit of income and assets upon which to rely should family aspirations be interrupted. The middle income family usually possesses the knowledge of where to go for assistance and has, in many instances, several choices available. Families in this social class have influence over their environment and participate in the organizations and agencies which direct the functions of their community. A man may be a father, an employee of a corporation, member of a club, active in church and a member of a golf group. His wife may be a mother, member of a parent-teacher association, and each of these roles has an influence over decision-making.

Low Social Class and Marketing

Oppenheim (1976) also reported that low income families spend a high proportion of their income on food, clothing and shelter and a far lesser portion for other things. Their choices are limited; they buy when in desperate need. The low income families are less likely to know alternatives, nor have the money to take advantage of sales as often as desired. Food shopping must be done frequently because of inadequate or poor storage facilities.

Middle Social Class and Marketing

According to Oppenheim (1976), the middle income level has come to mean the ability to achieve a comfortable living. Families attempt to cope with inflation by buying less, or postpone the purchase of

items needed, switch from high-priced goods to less expensive goods. Many women compare prices. Many of the middle social class families are able to purchase from alternative markets and have developed family spending plans. Often, the family will deposit money in a checking account and write checks as needed.

Holroyd (1980) examined the recent rise in social forecasting and set forth a report on social change as it relates to self-realization. He stated briefly that the trend in self-realization is towards increased autonomy: Independence, devolution, combines, co-operatives, self-sufficiency, minority rights and individual freedom.

Noyes (1980) examined social change in terms of the amount of time involved in bringing about the desired change. He related that social progress is trailed by many years and, in some instances, many centuries.

Racial Prejudice and Home Management: A Plethora of Opinion

Jenkins (1969) studied the possible reasons why racial prejudice exists and concluded that a strong genetic basis can be attributed to an animalistic territorial response in man that might be called the "HAT" Syndrome -- Human Animal Territorial Syndrome, a carryover, he believes, from the evolutionary man. He has viewed the application of the animal territorial feeding grounds, playgrounds and sleeping grounds to those of humans, which are very definitely off-limits to

outsiders and are defended against them. The application is then, according to the researcher, analyzed in the same context with man's prejudices. He mentioned that villages compete against villages, cities against cities, states against states, countries against countries, even when the boundaries are not natural. Competition is also observed, he writes, on the basis of speech, habits, color or religion for invasion of territorial rights. The research placed the "HAT" Syndrome among the reasons why man establishes prejudices, a prime motivator, he feels, of our social phenomenon, racial prejudice.

Whitfield and Naroyanan (1977) researched prejudice and educational accountability. The article made an attempt to clarify the concepts of "prejudice," "education", and "accountability," and the logical relationship between them. The authors set forth in their writing that educational inquiry is roughly characterized as a systematic study of the content, structure and justification of education, and of learning and teaching. The range of disciplines, the authors write, include among others the organization of experience and knowledge for curriculum planning and the activities within teaching and learning. Prejudice, the authors relate, implies a fore-judgment of some type. A person normally is prejudiced when that person holds onto a belief or judgment even though evidence and arguments presented to him should lead to alteration, rejection or replacement of his belief or judgment. The social and intellectual character of the home is a powerful determinant of attitudes and values. Prejudiced parents are likely to produce prejudiced children, partly through specific instruction, but

more particularly through the subtle indication outlooks at margins of awareness over formative years of children's development. The authors set forth in their article that preparation for parenthood programs should include the examining of the issue of prejudice more openly within the family setting. That, the authors feel, will lead to the simultaneous growth in understanding and sensitivity of children, particularly adolescents and their parents, with a consequent strengthening of the bonds of friendship, love and respect.

Watts (1980) researched the area of health and income of the Black elderly in America. He wrote that the Black elderly are among the most discriminated-against citizens in the United States. In an article, he itemized three reasons why such a situation exists: (1) race, (2) age, and (3) economic status. He called the three "racism," "ageism" and "classism," and, if female, "sexism." Being Black, he feels, adds deeper burdens of neglect and abuse, represented in such areas as poor and inadequate housing, low income, inadequate educational opportunities, poor transportation services and poor health care. The author relates that there are 1.73 million Black poor elderly in America, representing seven per cent of the total Black population in the country. About 40 per cent are between the ages of 65 and 69; 16 per cent are between 75 and 79; nine per cent are between 80 and 84, and eight per cent are 85 or over. The inflationary spiral, we are told, has plagued the Black and the Black elderly in particular. The author pointed out that disparity of income rates between Black and

White elderly point inevitably in the direction of racism and discrimination.

Cummings (1980) researched the topic of racial prejudice as it relates to the job market, which affects income and marketing. He reported that the idea of segmentation grew out of studies of poverty, unemployment and oppressive job conditions of those persons working outside the normal White male channels of middle class America. The author stated in the report of his findings that considerable evidence exists documenting the extent to which Blacks disproportionately cluster within segmented labor markets. In many northern cities there is evidence that transportation and utilities, business, insurance and finance are segmented. The author stated in his report on racial prejudice in the labor market that segmentation is typically described in racial rather than ethnic terms.

Philliber (1977) investigated patterns of alienation in the ghettos. He reported that levels of alienation are particularly high in the inner city ghettos. He defined alienation as the feeling on the part of the ghetto dweller that the system is unresponsive to his needs. The individual, the author found, may think that the system is out to cheat him, does not care about him, and that efforts to accomplish anything through it are useless. This alienation, the author reported, is very high in low-income areas where costs are high and rewards are low, and there are limited alternatives. The advantages of good schools, clean parks and frequent garbage collections are less available to people in the ghetto neighborhoods. The author states that because

residents are often poor, elderly or members of racial or ethnic minorities, there is little chance of moving to another area; they must stay where they are, despite poor conditions and high costs. Those individuals so affected share a common life style and many have the same problems. The following questions were among the types asked of those participating in the research. The answers were in terms of agreement, such as "strongly agree," "mildly agree," "disagree," "strongly disagree" with each statement.

1. Store owners are out to cheat you any way they can.
2. It makes me mad when I think of how much money people make on second-rate products.
3. The bigger businesses get, the less they care about little people.

The author found that the attitudes toward the neighborhood were independent of attitudes toward other sectors of society.

Crisis adjustments necessary to stresses of sudden change is a constant in the lives of the Black American family. Lin, Ensel, Simeone and Kuo (1979) researched stressful life events and illnesses. They reported that the greater social support that an individual receives in the form of closer relationships with family members, kin, friends, acquaintances, co-workers and the larger community, the less likely that the individual will experience illness. The social support provides a buffer against the exacerbation of response to life changes by making available the information needed to reduce or elim-

inate drastic psychological consequences of the life changes such as divorce or unemployment.

Smith (1980) reported on the stress of inflation which plays a major role in crisis adjustment among Black family members who support family needs. She stated that statistics show that an increasing proportion of Black families have a woman at the head, and that many were earning incomes under $3,000.

Jones (1980) reported that Black women, in spite of skill in non-traditional jobs, are still last hired and first to be fired. She noted that this is the case today even though many of those in need of jobs are women, some 38 per cent who are Black and must provide food, clothing and shelter for their families with a median income of $5,900 for a family of four.

Braddock (1978) researched the topic of racism and higher education. He stated that it is clear that today there remains within the American society many formidable obstacles to the attainment of educational parity. The author further stated that consideration of educational parity has for the most part focused exclusively or primarily on the problem of institutional exclusion, or lack of access on the problem of admissions and hiring minorities and women as students, faculty and administrators. Also stated in the text of the report was the following:

> There exist a number of normative structural arrangements and practices within the predominantly White institutions of higher education which, in effect, serve to restrict Black progress toward

> educational parity. For Black students, such factors might include the ethnocentric nature of the curriculum, insensitive White faculty or student peers, and the absence of appropriate supportive services.

The researcher also stated that very similar kinds of situations exist for the Black faculty as well, such as the tenure system and lack of collegial appreciation for Black intellectual inquiry.

Scott (1980) studied race, class and consciousness in relation to the Black American experience. In his opinion, the most compelling controversy in Black America today is the one over race versus class movements. He set forth evidence that shows the correct condition for Black Americans should be estate condition or "political class status." The principal thesis of his essay is that political class determines property class relations or economic class status. In his opinion the root solution of economic, social and territorial equity for Blacks everywhere is the possession of sufficient effective authority to guarantee biological survival and cultural integrity. The author believes that more political class power will not translate into economic equity.

Edgar (1981) possessed the expressed opinion that the struggle for Black rights in America was the first and defining political struggle of the 1960's. The Black movements of the 1970's were the first to create a vocabulary to describe the oppression of groups not solely defined by class. The author referred to others who believe:

> Racism has not diminished as a political force, but has been joined -- and the whole right wing

> thereby strengthened -- by a series of conservative campaigns defending the family, a restrictive and hypocritical sexual morality, and male dominance. Until recently, it seemed that racism, especially anti-busing, was the heart of the conservative backlash. Now, however, it is possible to interpret even the campaign against busing as a primary issue of the family. The loss of neighborhood schools is perceived as a threat to the community, and therefore, family stability, fears for children's safety and objections to the inaccessibility of their schools and teachers affect both family love and parental desire for love.

In summary, Clark and Gershman (1981) debated the topic of race and class. Gershman argued that in spite of the reports on the poor Black and gains in civil rights, the life of the poor Black in urban ghettos is getting worse. He believed that the central problem that now exists is that of the growing Black underclass in the urban ghetto. He made very clear that his study showed that the ghetto poor were trapped in a "self-perpetuating pathology" whose symptoms, he states, are low aspiration, poor education, family instability, illigitimacy, unemployment, crime, drug addiction and alcoholism, frequent illness and early death. This diseased condition of the poor ghetto dwellers is the result of centuries of accumulated injustices, starting with slavery, he reports, and continuing with segregation and poverty. He believes that this disease has taken on a life of its own, so that the elimination of discrimination in and of itself would not bring about its cure.

Clark's argument (1981) pointed out that the condition of the Black underclass is attributable entirely to racism, by which he defined the conscious refusal of Whites to accept Blacks as equal human

beings and their willful, systematic attempt to deny Blacks equal opportunity. He also contends that the same racism is directed with equal force at all Blacks, even those who appear to have escaped exclusion. He pointed to the pervasiveness of racism as demonstrated by opposition to policies of racial preference in employment and education.

Holroyd (1980) wrote a paper on the topic of social forecasting. In his final analysis of the search for literature, this researcher found his contribution most worthy of note. He reported that there is a recent rise in the interest in social forecasting. The reason for this interest, he reports, seems to be the recognition of a growing instability in our environment. The future, he reports, and the not-too-distant future could be a replay of the past or present if we do not develop methods of modelling social change. The social forecaster's range of useful models is increasing. Some of the models built can investigate the probable behavior of highly interactive social systems. The author reported that there are shifts now occurring in social change. They are in part a realization that there are social limits; there is an upwelling of self-realization and a reluctance to be coerced by remote authority, and a move towards service industries involving secondary, tertiary and even higher order remoteness of jobs from primary production processes. In the analysis of even this sophisticated modelling for social planning the author notes that the continuing growth in the size of urban areas is greatly related to

population growth, but it poses a different type of social problem which needs to be assessed.

Summary

The researchers who investigated the topics of social class and racial prejudice generally dealt with the topics as each related to the survival of the inner city poor Blacks. Which of the two social factors is most responsible for the condition of home management skills among Black Americans needs more in-depth research. Some of the researchers reported that racism is not the only cause of the plight of Black Americans. Some contended that the culture of Black Americans perpetuates their dilemma, while still other researchers contended that social class plays the most destructive role in the problem, and that class analysis is a diversion from the facts of racism.

The intent of this study was to investigate the relationship between social class and racial prejudice on the home management skills among Black Americans. None of the studies mentioned was designed to measure the amount and type of regression made in the area of losing already acquired home management skills among Black Americans in this country. Each researcher was able to obtain sufficient evidence to support the knowledge that social class and racial prejudice do exist in America. This study was designed to provide information relating to how or if social class and racial prejudice act together to cause an effect on the ways in which the Black American family is able or not able to live an organized and useful life within their class status.

The review of the literature concerning this relationship indicates that the poor urban Black is at an almost total disadvantage. Some studies cited the disadvantages as improper education, insufficient money, high incidence of divorce or separation, segmented labor markets, daily occurrences of stressful events, and low political status.

Conflicting reasons surfaced in the literature search as found in the writings of those who believe that the Black American has self-perpetuated their distressful existence.

The present research was conducted to bring together in one document the matter of managing the home and family in the setting of social, educational and economic deprivation. This research also paved a way for further study in the area of home management among Black Americans.

The literature related to methods of instruction in the stressful lives of those in the lower social strata. Factors of how best to handle the problem were not studied nor made a part of this research. It was also attempted in this literature search to document the authors, researchers and social scientists who are continuing the necessary investigations of social class and racial prejudice. Home management was discussed in the context of home economics education and the lower-income family, its needs and denials. This research also looked into the possibility of predictability of social problems in the form of social forecasting. Planned social change

was part of the literature search to determine if society can be regulated as the social forecasters suggest.

CHAPTER III

METHODOLOGY

Research Design

This study was designed to investigate the relationship of social class and racial prejudice on the home management skills of Black Americans. This was done in an effort to determine if there are factors present in our society which can affect the ability of Black Americans in the area of home management. This study was also designed to set forth information that might ultimately assist educators, social forecasters and social scientists in planning appropriate research and instructional programs for urban Black Americans.

The method of research has enabled the researcher to provide a detailed picture of home management skills that exist among the sample of Black American respondents. This methodology also presented an opportunity to relate the external forces which are often excluded in research of the habits and trends of Black Americans.

The 100 subjects were randomly selected. Twenty-five were chosen from among low social class Black American families; twenty-five were selected from low social class White American families; twenty-five subjects were selected from middle social class Black American families; and twenty-five were chosen from middle social class White American families.

This research was designed to relate in a practical manner to

social change and to the tested theories of planned social change. Bennis, Benne, Chin and Corey (1976) have established that we are living in an age whose single constant is change. This researcher is seeking planned change within the various segments of our society. More specifically, planned methods of change are sought within the ideologies of growth and development within the life existence of the Black American family. If change for the better is to be realized, strategies for that change must be employed by leaders within the Black community as well as society at large.

Application of the 4-D Model for Change

This researcher is convinced that effective change begins with planning. In the design of this study, the researcher has allowed the nature of the problem to show itself. The long-term consequences of the research should be lasting. Linquist (1979) explained the model for planned change as diagnosing, designing, deciding and doing. This model was used in the development of this researcher's study of the problem at hand.

Diagnosing. Because of the face value of writings charging the Black American family with loss of home management skills, it became necessary to diagnose the nature of the historical evolvement of the Black American family and its treatment by authors and researchers of the Black family.

Designing. A plan had to be developed for the questioning of the

Black American family. This design involved a method of interviewing those who were to take part in the study. The design also included the involvement of White American families as well as Black, for whom the design was developed. The design included a questionnaire and a set of recommendations for improvement.

Deciding. The decision to be made was to select a strategy to find a way into the most interpersonal lives of the low social class Black and White heads of households and into the lives of the middle social class Black and White heads of households with an attempt to change some portions of their existence. The strategy chosen was developed to appeal to the intelligence of those involved in the study.

Normative-re-educative strategy for change. Since men are guided by internalized meanings, habits and values, this strategy permitted the researcher an opportunity to appeal to the personal level of the selected samples. This strategy permits intervention based on consciously worked out theories of change and changing into the lives of the family members. This selected strategy for change also emphasizes the head of the household in working out a program of improvement. Further use of this theory was that it permitted the researcher an opportunity to bring the sample and others in the same situation into dialogic relationships so that he and she and the problem were seen at the same time.

Doing. With the definite plans for the interview developed, two well-trained interviewers and a strategy of proven success, the research was begun.

Hypotheses

The following hypotheses were tested:

1. There will be a relationship between social class and its effect on the home management skills among the sample.

2. There will be a relationship between racial prejudice and its effect on home management skills among the sample under investigation.

Description of Subjects

The sample studied was divided into two groups which were the low social class with an annual income of $8,000 or less and the middle social class with an annual income of $8,001 and above. These two groups were then subdivided into two additional groups. They were Blacks in the low social class, Whites in the low social class, Blacks in the middle social class, and Whites in the middle social class.

Instrumentation

The questionnaire was developed to assess the subjects' knowledge in home management. The areas of home management in question were meal management, food preparation, money management, time management, child rearing, high standards of housekeeping, crisis adjustment and marketing.

The interview questionnaire consisted of one hundred and seventy-three questions concerning the individuals' ability to manage the home and family. Three questions in each of the eight areas were concerned with social class and racial prejudice as each related to the skills in question. The interview questionnaire was developed by the researcher.

Meal Management. Questions concerning the respondents' knowledge of planning meals, the nutritional value of the meals planned, the basic four food groups, where food marketing is done, when, and how food marketing is done were asked to determine skill in the area of managing the meal.

Food Preparation Skills. Each subject answered questions concerning their knowledge of preparing foods so that the nutrients were not wasted, the cleanliness of the food itself and the utensils used in food preparation, questions concerning the number of meals served were asked in the interview.

Money Management Skills. Each subject interviewed answered questions concerning how the income was spent, their abilities to make ends meet, their keeping of financial records, and their savings for short pay period.

Time Management Skills. The respondents interviewed responded to questions concerning their ability to manage time in respect to the various daily routines and chores they must perform.

Child Rearing Skills. The subjects answered questions in relation to their abilities to manage the rearing of children. Such questions were concerned with knowledge of where children are, decisions about rearing the children, making the house suitable to the lives of children, providing children with daily needs, and an opportunity to learn.

Housekeeping Skills. Each subject interviewed answered questions concerning their abilities to maintain high standards of housekeeping, such as related to the arranging of household equipment, orderly sequence of household chores, adequacy of storage space, regularity in cleaning the house, and assignment of household chores.

Marketing Skills. The respondents were asked questions concerning their knowledge of affording the cost of owning the purchased items, where best to market for food, clothing and appliances. Questions concerning the purchasing of staples, what a warranty is, and knowledge of consumer reports and booklets were included.

Family Crisis Adjustment Skills. Each subject was questioned concerning their knowledge of what to do in times of family income failure, choices and other options that the family can make, facing disruptions with calm, knowledge of conserving energy, and where to keep emergency telephone numbers.

The interview questionnaire was not designed to measure qualitative responses, but was designed for quantitative analysis. The questionnaire was designed to give a picture of habits and trends in the area of home management among Black Americans. These habits and trends were then placed in the context of the relationship of social class and racial prejudice on the skills.

Procedures for the Study

The homogeneity of the population from which the sample was taken was considered. It was observed that the population demonstrated homogeneous attributes in relation to the investigation. Sax (1968) recorded in his writings on educational research that where the population is homogeneous a smaller sample is required than if the population is quite diversified.

The general population for this study consisted of Black and White Americans who reside in Bradmore, a third class city in Southeastern Pennsylvania. The Census Preliminary Count (1980) of the city of Bradmore count was 40,081.

The illustrated formula was:

$$N = (1.96/0.10)^2 \quad (0.55) \quad (0.45)$$

$$N = 19.6^2 \quad (.2475)$$

$$N = 95$$

Under the Sax (1968) principle of homogeneity the 100 respondents are accurate to the 95 percent confidence level. $Z = 1.96$.

Data Analysis

For the purpose of analysis, 100 subjects were randomly selected. Of the 100 subjects, twenty-five were from the Black low social class, twenty-five from the White low social class. Twenty-five were selected from the Black middle social class and twenty-five from the White middle social class.

The responses by group from the questionnaire concerning abilities in the eight areas of home management were tabulated according to group percentiles. Percentages in each group were calculated and used for descriptive purposes. The subjects' responses on the questionnaire items concerning specific home management skills, social class and integration were organized by the researcher and analyzed by corroboration of computer analysis.

Validation of Questionnaire

The questionnaire which was used in the interview was developed by this author. The questionnaire consisted of eight categories reflecting the types of skill necessary to managing a household by either male or female. This author had the questionnaire administered to the faculty in the department of Home Economics at Cheyney State College. The questions were calculated to be 93.6% valid by random sampling of the author's peer respondents within the department of Home Economics.

CHAPTER IV

RESULTS

The purpose of this study was to investigate the relationship between social class and racial prejudice on the home management skills of Black Americans. The type of education, whether segregated or not, the type of neighborhood, whether segregated or not, was considered in an effort to identify the total concept of social class and racial prejudice.

Hypothesis I

As can be seen in the responses to questions answered by the sample, there is a relationship existing between social class and home management skills among Black Americans, as Tables 1 - 19 show.

Table 1

Social Class and Meal Management
Low Social Class Black

N = 25

70%	Run out of food before the next shopping day.
64%	Believe the income affects their ability to manage meals.
90%	Must buy the cheapest brands available.
59%	Did not learn to manage meals in school.

Though most families shop once or twice a week, those in the low social class are forced to shop more frequently. Seventy percent run out of food before the next shopping day. Most were certain that their social class had a bearing on their ability to manage suitable meals. The responses show that 90 percent indicated that they must constantly buy the cheapest brands available, indicating little or no allowance in the budget for quality.

Table 2

Social Class and Meal Management
Middle Social Class Blacks

N = 25

14%	Run out of food before the next shopping day.
81%	Believe the income affects their ability to manage meals.
62%	Must buy the cheapest brands available.
54%	Did not learn to manage meals in school.

The responses to questions concerning meal management among the middle social class Blacks shows an indication that some run out of food before the next shopping day. A very large percent firmly believed that the social class affects their ability to manage meals.

Table 3

Social Class and Food Preparation
Low Social Class Black

N = 25

57%	Prepare food once a day.
35%	Prepare food twice a day.
59%	Believed the income affects their ability to prepare food.
49%	Plan meatless meals.
69%	Did not learn to prepare food in school.

The responses indicate that low social class Black families do not prepare food often. A large percent of the families in this category indicated that social class affects their ability to prepare foods.

Table 4

Social Class and Food Preparation
Middle Social Class Blacks

N = 25

18%	Prepare foods once a day.
59%	Believe the income affects their ability to prepare food.
55%	Prepare food twice a day.
66%	Did not learn to prepare foods in school.

A large percent of middle social class Black Americans, according to this survey, prepare foods once a day. Most in this category believed the social class affected their ability to prepare meals. A large percent did not learn to prepare meals in school.

Table 5

Social Class and Money Management
Low Social Class Blacks

N = 25

62%	Could not make ends meet.
68%	Could not put aside money for emergencies.
31%	Do not plan ahead the spending of money.
88%	Did not learn money management in school.

The sample responses to questions concerning money management indicated that 62 percent did not earn enough money to make ends meet. The responses show that there is a large percent who would not have money to meet emergencies. A very large percent did not learn how to manage money while they were students.

Table 6

Social Class and Money Management
Middle Social Class Blacks

N = 25

29%	Could not make ends meet.
32%	Could not put aside money for emergencies.
23%	Do not plan ahead the spending of money.
63%	Did not learn money management in school.

A large percent of the middle social class Black Americans, like the low social class Black Americans, indicated that they could not make ends meet. As many as 33 percent indicated that there was no money for emergencies should they arise.

Table 7

Social Class and Time Management
Low Social Class Blacks

N = 25

50%	Do not plan how daily time will be used.
62%	Believe their income affects their ability to manage time.
50%	Do not have daily routines.
81%	Did not learn time management in school.

Half of the samples interviewed in the low social class Black group indicated that they do not plan their daily use of time. A very large percent believed that the social class affected their ability to manage their daily activities.

Table 8

Social Class and Time Management
Middle Social Class Blacks

N = 25

84%	Do not plan how daily time will be used.
69%	Believe the income affects their ability to manage time.
51%	Do not have daily routines.
65%	Did not learn time management in school.

The middle social class Black Americans among those interviewed indicated that they are not able to manage their daily use of time. A very large percent believed that the social class status affects their ability to manage time.

Table 9

Social Class and Child Rearing
Low Social Class Blacks

N = 25

80%	Do not know where their children are at all times.
78%	Believe the income affects their ability to rear children.
66%	Do not teach children time management, budgeting or marketing.
87%	Did not learn how to rear children in school.

The low social class Black Americans interviewed indicated by way of 80 percent that they do not know where their children are at all times. This group also indicated that the social class affects their ability to rear children. A very large percent do not teach their children the importance of time management, budgeting or marketing.

Table 10

Social Class and Child Rearing
Middle Social Class Blacks

N = 25

73%	Do not know where their children are at all times.
74%	Believe the income affects their ability to rear children.
57%	Do not teach children time management, budgeting or marketing.
91%	Did not learn to rear children in school.

A very large percent of the middle social class Black Americans sampled did not know where their children were at all times. Most believed that the social class status affected their ability to raise children.

Table 11

Social Class and Housekeeping
Low Social Class Blacks

N = 25

41%	Do not have an orderly sequence for performing household chores.
57%	Believe the income affects their ability to maintain high standards of housekeeping.
83%	Did not learn housekeeping in school.

A large percent of the low social class Black Americans sampled indicated that they do not have an orderly sequence for performing household chores. A very large percent believed that their social class affected their ability to maintain high standards of housekeeping.

Table 12

Social Class and Housekeeping
Middle Social Class Blacks

N = 25

19%	Do not have an orderly sequence for preparing household chores.
45%	Believe the income affects their ability to maintain high standards of housekeeping.
53%	Did not learn housekeeping in school.

A large percent of the middle social class Black Americans sampled did not have an orderly sequence for household chores. Many believed that the social class affected their ability to maintain high standards of housekeeping.

Table 13

Social Class and Marketing
Low Social Class Blacks

N = 25

54%	Do not know the operating cost of appliances.
69%	Believe the income affects their ability to do marketing.
81%	Shop before eating.
81%	Did not learn marketing skills in school.

More than 50 percent of the low social class Black Americans interviewed do not know the operating cost of appliances. Of those sampled in this group, 69 percent believed the social class affected their ability to market.

Table 14

Social Class and Marketing
Middle Social Class Blacks

N = 25

53%	Do not know the operating cost of appliances.
76%	Believe the income affects their ability to do marketing.
25%	Shop before eating.
66%	Did not learn marketing in school.

The middle social class Black Americans sampled in this group indicated that 53 percent did not know the operating cost of appliances. Of those sampled, 70 percent believed the social class affected their ability to market.

Table 15

Social Class and Crisis Adjustment
Low Social Class Blacks

N = 25

68%	Do not respond to crisis in a calm way.
85%	Believe the income affects the ability to make crisis adjustments.
29%	Do not teach family members to expect less as a psychological crisis adjustment.
85%	Did not learn crisis adjustment in school.

Among the low social class Black Americans interviewed, 68 percent indicated that they do not respond to crisis in a calm way. A very large percent indicated that the social class affected their ability to make crisis adjustments.

Table 16

Social Class and Crisis Adjustment
Middle Social Class Blacks

N = 25

21%	Do not respond to crisis in a calm way.
68%	Believe the income affects their ability to make crisis adjustments.
8%	Do not teach family members to expect less as psychological crisis adjustment.
56%	Did not learn crisis adjustment in school.

The middle social class Black Americans interviewed indicated that a large percent do not respond to crisis in a calm way. A very large percent indicated that the social class affected their ability to make crisis adjustments.

Hypothesis II

The majority of the Black Americans interviewed indicated that there does exist a relationship between racial prejudice and the ability to manage the home and family. The subjects' responses have been recorded in Tables 17 - 18 and tend to show this relationship.

In view of the type of hypotheses stated, the researcher employed the descriptive research methodology. The selected methodology was most appropriate in allowing this researcher to seek the details of the habits and trends of Black American head of households. This method also permitted the establishment of recommendations in light of the findings of this research.

Table 17

Racial Prejudice and Home Management Skills
Low Social Class Blacks

N = 25

Meal Management	68%	Believed integration would provide better meal management skills.
Food Preparation	64%	Believed integration would provide better food preparation skills.
Money Management	88%	Believed integration would provide better money management skills.
Time Management	83%	Believed integration would provide better time management skills.
Child Rearing	40%	Believed integration would provide better child rearing skills.
Housekeeping	60%	Believed integration would provide better housekeeping skills.
Marketing	63%	Believed integration would provide better marketing skills.
Crisis Adjustment	66%	Believed integration would provide better crisis adjustment skills.

The vast majority of the low social class Black Americans interviewed indicated that racial integration would provide a better learning situation to study home management skills.

Of the low social class Black Americans sampled, 60% attended segregated schools. Forty-eight percent live in segregated neighborhoods.

Table 18

Racial Prejudice and Home Management Skills
Middle Social Class Blacks

N = 25

Meal Management	75%	Believed integration would provide better meal management skills.
Food Preparation	81%	Believed integration would provide better food preparation skills.
Money Management	95%	Believed integration would provide better money management skills.
Time Management	84%	Believed integration would provide better time management skills.
Child Rearing	45%	Believed integration would provide better child rearing skills.
Housekeeping	88%	Believed integration would provide better housekeeping skills.
Marketing	90%	Believed integration would provide better marketing skills.
Crisis Adjustment	79%	Believed integration would provide a better learning situation for a crisis adjustment.

The vast majority of middle social class Black Americans interviewed indicated that integration would provide a better learning situation to study home management. Of this group, 52 percent attended segregated schools, and 92 percent live in segregated neighborhoods.

Table 19

Demographic Information of Respondents

N = 100

	Lower Class Blacks W = 25	Lower Class Whites W = 25	Middle Class Blacks W = 25	Middle Class Whites W = 25
Did not complete high school	64%	56%	16%	4%
Completed high school	28%	36%	48%	56%
College training	8%	8%	36%	40%
Male	28%	56%	40%	48%
Female	72%	44%	60%	52%
Mixed neighborhood	52%	96%	8%	100%
Segregated neighborhood	48%	4%	92%	0%
Attended mixed schools	40%	68%	48%	76%
Attended segregated schools	60%	32%	52%	24%

The survey indicated that a large percent of both Black and White lower social class was insufficiently educated in all areas of academics.

Segregation played a major role in the educational environment of the Black American subjects.

Table 20

Age of Respondents

	Lower Class Blacks W = 25	Lower Class Whites W = 25	Middle Class Blacks W = 25	Middle Class Whites W = 25
Age 18 - 28	20%	12%	16%	16%
Age 29 - 39	20%	28%	16%	24%
Age 40 - 50	12%	16%	40%	32%
51 and over	48%	44%	28%	28%

The respondents were a cross section of varying age groups. However, it must be noted that the vast number of those in the over fifty-one age group are insufficiently able to maintain a good level of economic existence.

Even though the latest statistics show the poverty level below $8,000, some elderly are existing with incomes below $3,500.

Table 21

Analysis of Responses to Questionnaire on
Meal Management Skills
Low Social Class

N = 50

Meal Management (Poor Under $8,000)
70% of the Blacks run out of food before the next shopping day.
58% of the Whites run out of food before the next shopping day.
90% of the Blacks buy the cheapest brands available.
78% of the Whites buy the cheapest brands available.
75% of the Blacks compare prices before buying.
95% of the Whites compare prices before buying.
64% of the Blacks stated their income affected their ability to manage meals.
89% of the Whites stated their income affected their ability to manage meals.
41% of the Blacks learned how to manage meals in school.
59% of the Whites learned how to manage meals in school.
68% of the Blacks believed integrated learning would provide better meal management skills.
24% of the Whites believed integrated learning would provide better meal management skills.

Many of the lower social class Blacks indicated that not only did they run out of food before the next market day, but had to borrow money to stop the gap between market days.

Table 22

Analysis of Responses to Questionnaire on
Food Preparation Skills
Low Social Class

N = 50

Food Preparation Skills (Poor Under $8,000)
57% of the Blacks prepare food once a day.
43% of the Whites prepare food once a day.
35% of the Blacks prepare food twice a day.
33% of the Whites prepare food twice a day.
49% of the Blacks plan meatless meals.
75% of the Whites plan meatless meals.
59% of the Blacks indicated that their income affects their ability to prepare food.
62% of the Whites indicated that their income affects their ability to prepare food.
31% of the Blacks learned to prepare food in school.
26% of the Whites learned to prepare food in school.
64% of the Blacks believed integrated learning would provide better food preparation skills.
24% of the Whites believed integrated learning would provide better food preparation skills.

The survey indicated that a very large percent of lower social class Blacks eat once a day.

Table 23

Analysis of Responses to Questionnaire on
Money Management Skills
Low Social Class

N = 50

Money Management (Poor Under $8,000)

57% of the Blacks write out plans for spending their money.

66% of the Whites write out plans for spending their money.

62% of the Blacks could not make ends meet.

64% of the Whites could not make ends meet.

68% of the Blacks could not put money aside for possible emergencies.

72% of the Whites could not put money aside for possible emergencies.

56% of the Blacks keep records of household expenditures.

39% of the Whites keep records of household expenditures.

69% of the Blacks plan ahead just how they will spend their money.

21% of the Whites plan ahead just how they will spend their money.

79% of the Blacks indicated that schools did not teach them sufficient money management skills.

84% of the Whites indicated that schools did not teach them sufficient money management skills.

88% of the Blacks believed integrated learning would provide better money management skills.

58% of the Whites believed integrated learning would provide better money management skills.

Table 24

Analysis of Responses to Questionnaire on
Time Management Skills
Low Social Class

N = 50

Time Management Skills (Poor Under $8,000)
50% of the Blacks write plans for how they will use each day.
0% of the Whites write plans for how they will use each day.
50% of the Blacks have a routine schedule for the things they do each day.
50% of the Whites have a routine schedule for the things they do each day.
85% of the Blacks do not mark their calendars so that they may change their daily routine.
72% of the Whites do not mark their calendars so that they may change their daily routine.
55% of the Blacks know how much time to allow for various jobs.
29% of the Whites know how much time to allow for various jobs.
65% of the Blacks plan time for preparing food.
24% of the Whites plan time for preparing food.
52% of the Blacks plan time for serving meals.
29% of the Whites plan time for serving meals.
63% of the Blacks plan time for clearing the table and washing dishes.
49% of the Whites plan time for clearing the table and washing dishes.
57% of the Blacks plan time for mending.

Table 24 -- Continued

52% of the Whites plan time for mending.
57% of the Blacks believed that the income affects their ability to manage time.
58% of the Whites believed that the income affects their ability to manage time.
81% of the Blacks did not feel the schools taught sufficiently how to manage time.
72% of the Whites did not feel the schools taught sufficiently how to manage time.
83% of the Blacks believed integrated learning would provide better time management skills.
34% of the Whites believed integrated learning would provide better time management skills.

Both Black and White felt that their income had an effect on the ability to manage their time.

The lower social class Blacks sampled indicated that integrated learning would provide a better situation for teaching and studying time management.

Table 25

Analysis of Responses to Questionnaire on
Child Rearing Skills
Low Social Class

N = 50

Child Rearing Skills (Poor Under $8,000)

80% of the Blacks do not know where their children are all the time.

69% of the Whites do not know where their children are all the time.

60% of the Blacks keep dangerous objects out of children's reach.

31% of the Whites keep dangerous objects out of children's reach.

99% of the Blacks do not read child-rearing literature.

88% of the Whites do not read child-rearing literature.

60% of the Blacks do not discuss child-rearing with grandparents.

94% of the Whites do not discuss child-rearing with grandparents.

60% of the Blacks provide children with an opportunity to learn household chores.

18% of the Whites provide children with an opportunity to learn household chores.

66% of the Blacks do not teach time, budgeting, meal, food, marketing, housekeeping or child care skills.

85% of the Whites do not teach time, budgeting, meal, food, marketing, housekeeping or child care skills.

80% of the Blacks do not plan the number or spacing of children.

94% of the Whites do not plan the number or spacing of children.

Table 25 -- Continued

80% of the Blacks do not feel the schools taught sufficiently how to raise children.
80% of the Whites do not feel the schools taught sufficiently how to raise children.
82% of the Blacks believed that the income affects their ability to raise children.
87% of the Whites believed that the income affects their ability to raise children.
40% of the Blacks believed integrated learning would provide better child rearing skills.
68% of the Whites believed integrated learning would provide better child rearing skills.

Of the subjects studied an overwhelming majority of Black Americans did not know where their children were at all times. The vast majority of White Americans sampled did not know where their children were at all times.

Most Blacks and Whites sampled in the lower social class do not read child rearing literature.

Table 26

Analysis of Responses to Questionnaire on
Housekeeping Skills
Low Social Class

N = 50

Housekeeping Skills (Poor Under $8,000)
59% of the Blacks have an orderly sequence to perform household tasks.
37% of the Whites have an orderly sequence to perform household tasks.
57% of the Blacks believe their income affects their ability to maintain high standards of housekeeping.
73% of the Whites believe their income affects their ability to maintain high standards of housekeeping.
83% of the Blacks did not feel the schools taught sufficient housekeeping skills.
89% of the Whites did not feel the schools taught sufficient housekeeping skills.
60% of the Blacks believed integrated learning would provide better housekeeping skills.
29% of the Whites believed integrated learning would provide better housekeeping skills.

The vast majority of Black and White Americans in the lower social class believed that they were not taught sufficiently how to keep house.

Table 27

Analysis of Responses to Questionnaire on
Marketing Skills
Low Social Class

N = 50

Marketing Skills (Poor Under $8,000)

81% of the Blacks shop before eating.

80% of the Whites shop before eating.

82% of the Blacks compare prices before shopping.

97% of the Whites compare prices before shopping.

54% of the Blacks do not know the operating cost of appliances before buying.

73% of the Whites do not know the operating cost of appliances before buying.

52% of the Blacks do not know how to operate special appliance features before buying.

68% of the Whites do not know how to operate special appliance features before buying.

69% of the Blacks believe income affects their ability to market for food, clothing and utilities.

87% of the Whites believe income affects their ability to market for food, clothing and utilities.

81% of the Blacks did not feel the schools taught sufficient marketing skills.

83% of the Whites did not feel the schools taught sufficient marketing skills.

63% of the Blacks believed integrated learning would provide better marketing skills.

24% of the Whites believed integrated learning would provide better marketing skills.

Table 28

Analysis of Responses to Questionnaire on
Family Crisis Adjustment Skills
Low Social Class

N = 50

Family Crisis Adjustment Skills (Poor Under $8,000)
10% of the Blacks need to be told to conserve energy.
27% of the Whites need to be told to conserve energy.
68% of the Blacks do not respond to crisis in a calm way.
60% of the Whites do not respond to crisis in a calm way.
71% of the Blacks teach family members to expect less as psychological crisis adjustment.
85% of the Whites teach family members to expect less as psychological crisis adjustment.
63% of the Blacks know where to go for help should they not have food.
73% of the Whites know where to go for help should they not have food.
74% of the Blacks know emergency telephone numbers.
52% of the Whites know emergency telephone numbers.
67% of the Blacks know escape windows and doors.
57% of the Whites know escape windows and doors.
54% of the Blacks believed that the income affects their ability to make crisis adjustments.
56% of the Whites believed that the income affects their ability to make crisis adjustments.
85% of the Blacks do not feel schools taught sufficiently family crisis adjustment skills.

Table 28 -- Continued

69% of the Whites do not feel schools taught sufficiently family crisis adjustment skills.
66% of the Blacks believe integrated learning would provide better crisis adjustment skills.
27% of the Whites believe integrated learning would provide better crisis adjustment skills.

Both Blacks and Whites sampled in the lower social class indicated that they were not able to make crisis adjustments due to not enough income.

Each group sampled believed that crisis adjustments were made by teaching family members to expect less.

Table 29

Analysis of Responses to Questionnaire on
Meal Management
Middle Social Class

N = 50

Meal Management (Over $8,000)

14% of the Blacks run out of food before the next scheduled shopping day.

47% of the Whites run out of food before the next scheduled shopping day.

20% of the Blacks buy the cheapest brands available.

62% of the Whites buy the cheapest brands available.

66% of the Blacks compare prices before buying.

97% of the Whites compare prices before buying.

81% of the Blacks stated their income affects their ability to manage meals.

96% of the Whites stated their income affects their ability to manage meals.

46% of the Blacks believe schools taught them sufficiently to manage meals.

55% of the Whites believe schools taught them sufficiently to manage meals.

75% of the Blacks believe integrated learning would provide better meal management skills.

62% of the Whites believe integrated learning would provide better meal management skills.

Table 30

Analysis of Responses to Questionnaire on
Money Management Skills
Middle Social Class

N = 50

Money Management Skills (Over $8,000)

54% of the Blacks write out plans for spending their income.

34% of the Whites write out plans for spending their income.

71% of the Blacks could make ends meet.

77% of the Whites could make ends meet.

68% of the Blacks could put money aside for emergencies.

81% of the Whites could put money aside for emergencies.

56% of the Blacks keep records of household expenditures.

60% of the Whites keep records of household expenditures.

77% of the Blacks plan just how they will spend their money.

74% of the Whites plan just how they will spend their money.

63% of the Blacks believe schools did not prepare them sufficiently to manage money.

43% of the Whites believe schools did not prepare them sufficiently to manage money.

95% of the Blacks believe integrated learning would provide better money management skills.

76% of the Whites believed integrated learning would provide better money management skills.

Table 31

Analysis of Responses to Questionnaire on
Time Management Skills
Middle Social Class

N = 50

Time Management (Over $8,000)

84% of the Blacks do not write out plans as to how they will use each day.

97% of the Whites do not write out plans as to how they will use each day.

51% of the Blacks do not have a routine for the things they do each day.

60% of the Whites do not have a routine for the things they do each day.

41% of the Blacks mark their calendar so they may change their routine accordingly.

72% of the Whites mark their calendar so they may change their routine accordingly.

59% of the Blacks know how much time it takes to perform duties.

67% of the Whites know how much time it takes to perform duties.

69% of the Blacks plan time for preparing food.

71% of the Whites plan time for preparing food.

81% of the Blacks plan time for serving meals.

87% of the Whites plan time for serving meals.

78% of the Blacks plan time for clearing table and washing dishes.

88% of the Whites plan time for clearing table and washing dishes.

39% of the Blacks plan time for mending.

Table 31 -- Continued

67% of the Whites plan time for mending.
69% of the Blacks believed that the income affects their ability to manage time.
58% of the Whites believed that the income affects their ability to manage time.
65% of the Blacks believe schools did not prepare them sufficiently to manage time.
53% of the Whites Believe schools did not prepare them sufficiently to manage time.
84% of the Blacks believe integrated learning would provide better time management skills.
78% of the Whites believe integrated learning would provide better time management skills.

The middle social class Blacks and Whites believed that integration would provide a better learning situation for teaching and studying time management.

Table 32

Analysis of Responses to Questionnaire on
Child Rearing Skills
Middle Social Class

N = 50

Child Rearing (Over $8,000)

73% of the Blacks do not know where their children are at all times.

86% of the Whites do not know where their children are at all times.

73% of the Blacks do not keep dangerous objects out of children's reach.

43% of the Whites do not keep dangerous objects out of children's reach.

82% of the Blacks do not read literature on rearing children.

86% of the Whites do not read literature on raising children.

82% of the Blacks do not discuss raising children with grandparents.

86% of the Whites do not discuss raising children with grandparents.

43% of the Blacks teach children time, budgeting, meal, food, marketing, housekeeping and child care.

58% of the Whites teach children time, budgeting, meal, food, marketing, housekeeping and child care.

64% of the Blacks do not provide children opportunity to learn household responsibility.

86% of the Whites do not provide children opportunity to learn household responsibility.

91% of the Blacks did not plan the number or spacing of children.

Table 32 -- Continued

99% of the Whites did not plan the number or spacing of children.
74% of the Blacks believed that the income affected their ability to rear children.
71% of the Whites believed that the income affected their ability to rear children.
91% of the Blacks believed schools did not prepare them sufficiently to rear children.
99% of the Whites believed schools did not prepare them sufficiently to rear children.
45% of the Blacks believed integrated learning would provide better child rearing skills.
28% of the Whites believed integrated learning would provide better child rearing skills.

The middle social class Black and White Americans sampled did not know where their children were at all times. A large majority of both groups sampled did not provide an opportunity for their children to learn housekeeping skills.

Table 33

Analysis of Responses to Questionnaire on
Food Preparation Skills
Middle Social Class

N = 50

Food Preparation Skills (Over $8,000)
18% of the Blacks prepare food once a day.
30% of the Whites prepare food once a day.
55% of the Blacks prepare food twice a day.
66% of the Whites prepare food twice a day.
25% of the Blacks plan meatless meals.
58% of the Whites plan meatless meals.
59% of the Blacks believe income affects their ability to prepare food.
90% of the Whites believe income affects their ability to prepare food.
66% of the Blacks did not believe schools taught sufficiently how to prepare food.
52% of the Whites did not believe schools taught sufficiently how to prepare food.
81% of the Blacks believe integrated learning would provide better food preparation skills.
68% of the Whites believe integrated learning would provide better food preparation skills.

Table 34

Analysis of Responses to Questionnaire on
Housekeeping Skills
Middle Social Class

N = 50

Housekeeping Skills (Over $8,000)
81% of the Blacks have an orderly sequence for performing household chores.
55% of the Whites have an orderly sequence for performing household chores.
45% of the Blacks believe income affects their ability to maintain high standards of housekeeping.
69% of the Whites believe income affects their ability to maintain high standards of housekeeping.
53% of the Blacks believe schools did not prepare them sufficiently for housekeeping skills.
56% of the Whites believe schools did not prepare them sufficiently for housekeeping skills.
88% of the Blacks believed integrated learning would provide better housekeeping skills.
86% of the Whites believed integrated learning would provide better housekeeping skills.

The Black and White middle social class believed that integration would provide a better learning situation for learning housekeeping skills.

Table 35

Analysis of Responses to Questionnaire on
Marketing Skills
Middle Social Class

N = 50

Marketing Skills (over $8,000)
75% of the Blacks shop after eating.
59% of the Whites shop after eating.
61% of the Blacks compare prices before shopping.
96% of the Whites compare prices before shopping.
53% of the Blacks do not know the cost of operating an appliance before buying.
65% of the Whites do not know the cost of operating an appliance before buying.
65% of the Blacks know how to operate appliances' special features before buying.
68% of the Whites know how to operate appliances' special features before buying.
76% of the Blacks believe their income affects ability to market for food, utilities and clothing.
99% of the Whites believe their income affects ability to market for food, utilities and clothing.
34% of the Blacks did not believe that their schools taught them sufficiently how to market.
24% of the Whites did not believe that their schools taught them sufficiently how to market.
90% of the Blacks believed that integration would provide a better learning situation for marketing.
82% of the Whites believed that integration would provide a better learning situation for marketing.

Table 36

Analysis of Responses to Questionnaire on
Family Crisis Adjustment Skills
Middle Social Class

N = 50

Family Crisis Adjustment Skills (Over $8,000)
23% of the Blacks need to be told to conserve energy.
9% of the Whites need to be told to conserve energy.
79% of the Blacks respond to crisis calmly.
86% of the Whites respond to crisis calmly.
92% of the Blacks teach family to expect less as a psychological adjustment to crisis.
99% of the Whites teach family to expect less as a psychological adjustment to crisis.
68% of the Blacks believed that the income affects their ability to make crisis adjustments.
70% of the Whites believed that the income affects their ability to make crisis adjustments.
56% of the Blacks believe school did not sufficiently prepare them to make crisis adjustments.
64% of the Whites believe school did not sufficiently prepare them to make crisis adjustments.
79% of the Blacks believe integrated learning would provide better crisis adjustment skills.
77% of the Whites believe integrated learning would provide better crisis adjustment skills.

Table 37

Analysis of Responses to Questionnaire on
Meal Management Skills
Low Social Class Blacks

N = 25

Meal Management Skills (Poor Blacks Under $8,000)
70% of the Blacks run out of food before the next shopping day.
90% of the Blacks buy the cheapest brands available.
75% of the Blacks compare prices before buying.
64% of the Blacks stated their income affects their ability to manage meals.
41% of the Blacks learned how to manage meals in school.
68% of the Blacks believed integrated learning would provide better meal management skills.

A very low percent of Blacks in the lower social class learned how to manage meals in school.

Table 38

Analysis of Responses to Questionnaire on
Meal Management Skills
Low Social Class Whites

N = 25

Meal Management Skills (Poor Whites Under $8,000)
58% of the Whites run out of food before the next planned shopping day.
78% of the Whites buy the cheapest brands available.
95% of the Whites compare prices before buying.
89% of the Whites stated their income affected their ability to manage meals.
59% of the Whites learned to manage meals in school.
24% of the Whites believed integrated learning would provide better meal management skills.

The lower social class Whites indicated that they must always buy the cheapest foods available leaving little room for quality.

Table 39

Analysis of Responses to Questionnaire on
Food Preparation Skills
Low Social Class Blacks

N = 25

57% of the Blacks prepare food once a day.

35% of the Blacks prepare food twice a day.

49% of the Blacks plan meatless meals.

59% of the Blacks indicated that their income affected their ability to prepare food.

31% of the Blacks learned to prepare food in school.

64% of the Blacks believed integrated learning would provide better food preparation skills.

A large percent of the Blacks in the lower social class indicated that they must plan meatless meals on a regular basis omitting some of the important vitamins necessary for growth and repair.

Table 40

Analysis of Responses to Questionnaire on
Food Preparation Skills
Low Social Class Whites

N = 25

Food Preparation Skills (Poor White Under $8,000)
43% of the Whites prepare food once a day.
33% of the Whites prepare food twice a day.
75% of the Whites plan meatless meals.
62% of the Whites indicated that their income affected their ability to prepare food.
26% of the Whites learned to prepare food in school.
24% of the Whites believed integrated learning would provide better food preparation skills.

A very large percent of the sample in the lower social class White group indicated that they plan meatless meals quite frequently.

Table 41

Analysis of Responses to Questionnaire on
Money Management Skills
Low Social Class Blacks

N = 25

Money Management Skills (Poor Blacks Under $8,000)
57% of the Blacks write out plans for spending their money.
62% of the Blacks could not make ends meet.
68% of the Blacks could not put aside money for possible emergencies.
56% of the Blacks keep records of household expenditures.
69% of the Blacks plan ahead just how they will spend their money.
79% of the Blacks indicated that schools did not teach them sufficiently money management.
88% of the Blacks believed integrated learning would provide better money management skills.

The survey indicated that the vast majority of lower social class Blacks believed that integration would provide a better learning situation for teaching money management.

Table 42

Analysis of Responses to Questionnaire on
Money Management Skills
Low Social Class Whites

N = 25

Money Management Skills (Poor Whites Under $8,000)
66% of the Whites write out plans for spending their money.
64% of the Whites could not make ends meet.
72% of the Whites could not put aside money for possible emergencies.
39% of the Whites keep records of household expenditures.
21% of the Whites plan ahead just how they will spend their money.
84% of the Whites indicated that schools did not teach them sufficiently money management.
58% of the Whites believed integrated learning would provide better money management skills.

A large percent of the lower social class Whites believed that their schools did not teach them sufficiently how to manage money.

Table 43

Analysis of Responses to Questionnaire on
Time Management Skills
Low Social Class Blacks

N = 25

Time Management Skills (Poor Blacks Under $8,000)
50% of the Blacks write plans for how they will use each day.
50% of the Blacks have a routine schedule for the things they do each day.
85% of the Blacks do not mark their calendars so that they may change their daily routine.
55% of the Blacks know how much time to allow for various jobs.
65% of the Blacks plan time for preparing food.
52% of the Blacks plan time for serving meals.
63% of the Blacks plan time for clearing the table and washing the dishes.
57% of the Blacks plan time for mending.
57% of the Blacks believed that the income affects their ability to manage time.
81% of the Blacks did not feel the schools taught sufficiently how to manage time.
83% of the Blacks believe integrated learning would provide better time management skills.

Table 44

Analysis of Responses to Questionnaire on
Time Management Skills
Low Social Class Whites

N = 25

Time Management Skills (Poor Whites Under $8,000)

0% of the Whites write plans for how they will use each day.

50% of the Whites have a routine schedule for the things they do each day.

72% of the Whites do not mark their calendar so that they may change daily routine.

29% of the Whites know how much time to allow for various jobs.

24% of the Whites plan time for preparing food.

29% of the Whites plan time for serving meals.

49% of the Whites plan time for clearing the table and washing dishes.

52% of the Whites plan time for mending.

58% of the Whites believed that the income affects their ability to manage time.

72% of the Whites did not feel the schools taught sufficiently how to manage time.

34% of the Whites believed integrated learning would provide better time management skills.

Table 45

Analysis of Responses to Questionnaire on
Child Rearing Skills
Low Social Class Blacks

N = 25

Child Rearing Skills (Poor Blacks Under $8,000)
80% of the Blacks do not know where their children are all the time.
60% of the Blacks keep dangerous objects out of children's reach.
99% of the Blacks do not read child-rearing literature.
60% of the Blacks do not discuss child rearing with grandparents.
60% of the Blacks provide children with an opportunity to learn household chores.
66% of the Blacks do not teach time, budgeting, meal, food, marketing, housekeeping or child care skills.
80% of the Blacks do not plan the number or spacing of children.
82% of the Blacks believed that the income affects their ability to rear children.
80% of the Blacks did not feel the schools taught sufficiently how to raise children.
40% of the Blacks believed integrated learning would provide better child rearing skills.

The vast majority of the lower social class Blacks sampled did not know where their children were at all times.

Table 46

Analysis of Responses to Questionnaire on
Child Rearing Skills
Low Social Class Whites

N = 25

Child Rearing Skills (Poor Whites Under $8,000)
69% of the Whites do not know where their children are all the time.
31% of the Whites keep dangerous objects out of children's reach.
88% of the Whites do not read child-rearing literature.
94% of the Whites do not discuss child rearing with grandparents.
18% of the Whites provide children with an opportunity to learn household chores.
85% of the Whites do not teach time, budgeting, meal, food, marketing, housekeeping or child care skills.
94% of the Whites do not plan the number or spacing of children.
87% of the Whites believed that the income affects their ability to rear children.
80% of the Whites did not feel the schools taught sufficiently how to raise children.
68% of the Whites believe integrated learning would provide better child rearing skills.

A very large percent of lower social class Whites indicated that they did not know where their children were at all times.

Table 47

Analysis of Responses to Questionnaire on
Housekeeping Skills
Low Social Class Blacks

N = 25

Housekeeping Skills (Poor Blacks Under $8,000)
59% of the Blacks have an orderly sequence to perform household chores.
57% of the Blacks believe their income affects their ability to maintain high standards of housekeeping.
83% of the Blacks did not feel the schools taught sufficiently housekeeping skills.
60% of the Blacks believed integrated learning would provide better housekeeping skills.

A very large percent of lower social class Blacks believed that their schools did not teach them sufficiently how to keep house.

More than half the lower social class Blacks sampled believed that an integrated learning situation would be better for studying housekeeping skills.

Table 48

Analysis of Responses to Questionnaire on
Housekeeping Skills
Low Social Class Whites

N = 25

Housekeeping Skills (Poor Whites Under $8,000)

37% of the Whites have an orderly sequence to perform household chores.

73% of the Whites believe their income affects their ability to maintain high standards of housekeeping.

89% of the Whites did not feel the schools taught sufficiently housekeeping skills.

29% of the Whites believe integrated learning would provide better housekeeping skills.

The lower social class Whites believed that their schools did not teach them sufficiently how to keep house.

Table 49

Analysis of Responses to Questionnaire on
Marketing Skills
Low Social Class Blacks

N = 25

Marketing Skills (Poor Blacks Under $8,000)
81% of the Blacks shop before eating.
82% of the Blacks compare prices before shopping.
54% of the Blacks do not know the operating cost of an appliance before buying.
52% of the Blacks do not know how to operate special appliance features before buying.
69% of the Blacks believe income affects ability to market for food, clothing and utilities.
81% of the Blacks did not feel the schools taught sufficiently marketing skills.
63% of the Blacks believed integrated learning would provide better marketing skills.

More than half the lower social class Blacks sampled believed that the income affects their ability to market effectively.

Table 50

Analysis of Responses to Questionnaire on
Marketing Skills
Low Social Class Whites

N = 25

Marketing Skills (Poor Whites Under $8,000)
80% of the Whites shop before eating.
97% of the Whites compare prices before shopping.
73% of the Whites do not know the operating cost of an appliance before buying.
68% of the Whites do not know how to operate special appliance features before buying.
87% of the Whites believe income affects ability to market for food, clothing and utilities.
83% of the Whites do not feel the schools taught sufficiently marketing skills.
24% of the Whites believe integrated learning would provide better marketing skills.

The vast majority of the lower social class Whites believed that the income affects their ability to market effectively.

Table 51

Analysis of Responses to Questionnaire on
Family Crisis Adjustment Skills
Low Social Class Blacks

N = 25

Family Crisis Adjustment Skills (Poor Blacks Under $8,000)
10% of the Blacks need to be told to conserve energy.
68% of the Blacks do not respond to crisis in a calm way.
71% of the Blacks teach family members to expect less as psychological crisis adjustment.
63% of the Blacks know where to go for help should they not have food.
74% of the Blacks know emergency telephone numbers.
67% of the Blacks know escape windows and doors.
54% of the Blacks believed that the income affects their ability to make crisis adjustments.
85% of the Blacks did not feel schools taught sufficiently family crisis adjustment skills.
66% of the Blacks believe integrated learning would provide better crisis adjustment skills.

Table 52

Analysis of Responses to Questionnaire on
Family Crisis Adjustment Skills
Low Social Class Whites

N = 25

Family Crisis Adjustment Skills (Poor Whites Under $8,000)

27% of the Whites need to be told to conserve energy.

60% of the Whites do not respond to crisis in a calm way.

85% of the Whites teach family members to expect less as a psychological crisis adjustment.

73% of the Whites know where to go for help should they not have food.

52% of the Whites know emergency telephone numbers.

57% of the Whites know escape windows and doors.

56% of the Whites believed that the income affects their ability to make crisis adjustments.

69% of the Whites did not feel schools taught sufficiently family crisis adjustment.

27% of the Whites believe integrated learning would provide better crisis adjustment skills.

Table 53

Analysis of Responses to Questionnaire on
Meal Management Skills
Middle Social Class Blacks

N = 25

Meal Management Skills (Middle Class Blacks Over $8,000)
14% of the Blacks run out of food before the next scheduled shopping day.
20% of the Blacks buy the cheapest brands available.
66% of the Blacks compare prices before buying.
81% of the Blacks stated their income affects their ability to manage meals.
46% of the Blacks believe schools taught them sufficiently to manage meals.
75% of the Blacks believe integrated learning would provide better meal management skills.

A very large percent of the middle social class Blacks indicated that their income affects their ability to manage meals.

Table 54

Analysis of Responses to Questionnaire on
Meal Management Skills
Middle Social Class Whites

N = 25

Meal Management Skills (Middle Class Whites Over $8,000)
47% of the Whites run out of food before the next scheduled shopping day.
62% of the Whites buy the cheapest brands available.
97% of the Whites compare prices before buying.
96% of the Whites stated their income affects their ability to manage meals.
55% of the Whites believe schools taught them sufficiently to manage meals.
62% of the Whites believed integrated learning would provide better meal management skills.

An overwhelming majority of middle social class Whites sampled indicated that the income affects their ability to manage meals.

Table 55

Analysis of Responses to Questionnaire on
Food Preparation Skills
Middle Social Class Blacks

N = 25

Food Preparation Skills (Middle Class Blacks Over $8,000)
18% of the Blacks prepare food once a day.
55% of the Blacks prepare food twice a day.
25% of the Blacks plan meatless meals.
59% of the Blacks believe income affects ability to prepare foods.
66% of the Blacks did not believe schools taught sufficiently food preparation skills.
81% of the Blacks believed integrated learning would provide better food preparation skills.

A large percent of the middle social class Blacks sampled believed that the income affects their ability to prepare foods.

Table 56

Analysis of Responses to Questionnaire on
Food Preparation Skills
Middle Social Class Whites

N = 25

Food Preparation Skills (Middle Class Whites Over $8,000)
30% of the Whites prepare food once a day.
66% of the Whites prepare food twice a day.
58% of the Whites plan meatless meals.
90% of the Whites believe income affects ability to prepare food.
52% of the Whites did not believe schools taught sufficiently food preparation skills.
68% of the Whites believe integrated learning would provide better food preparation skills.

An overwhelming majority of the middle social class Whites sampled indicated that the income affects their ability to prepare foods.

Table 57

Analysis of Responses to Questionnaire on
Money Management Skills
Middle Social Class Blacks

N = 25

Money Management Skills (Middle Class Blacks Over $8,000)
54% of the Blacks write out plans for spending their income.
71% of the Blacks could make ends meet.
68% of the Blacks could put money aside for emergencies.
56% of the Blacks keep records of household expenditures.
77% of the Blacks plan just how they will spend their money.
63% of the Blacks believe schools did not prepare them sufficiently to manage money.
95% of the Blacks believe integrated learning would provide better money management skills.

More than half the middle social class Blacks sampled indicated that the schools did not teach them sufficiently how to manage money.

Table 58

Analysis of Responses to Questionnaire on
Money Management Skills
Middle Social Class Whites

N = 25

Money Management Skills (Middle Class Whites Over $8,000)
34% of the Whites write out plans for spending their income.
77% of the Whites could make ends meet.
81% of the Whites could put money aside for emergencies.
60% of the Whites keep records of household expenditures.
74% of the Whites plan just how they will spend their money.
43% of the Whites believe schools did not prepare them sufficiently to manage money.
76% of the Whites believe integrated learning would provide better money management skills.

A large percent of the middle social class Whites sampled believed that the schools did not teach them sufficiently how to manage money.

Table 59

Analysis of Responses to Questionnaire on
Child Rearing Skills
Middle Social Class Blacks

N = 25

Child Rearing Skills (Middle Class Blacks Over $8,000)
73% of the Blacks do not know where their children are at all times.
73% of the Blacks do not keep dangerous objects out of children's reach.
82% of the Blacks do not read literature on rearing children.
82% of the Blacks do not discuss raising children with grandparents.
43% of the Blacks teach children time, budgeting, meal, food, marketing, housekeeping and child care.
64% of the Blacks do not provide children opportunity to learn household responsibility.
91% of the Blacks did not plan the spacing or number of children.
74% of the Blacks believed that the income affected their ability to raise children.
91% of the Blacks believed schools did not prepare sufficiently for child rearing.
45% of the Blacks believed integrated learning would provide better child rearing skills.

Table 60

Analysis of Responses to Questionnaire on
Child Rearing Skills
Middle Social Class Whites

N = 25

Child Rearing Skills (Middle Class Whites Over $8,000)
86% of the Whites do not know where their children are at all times.
43% of the Whites do not keep dangerous objects out of children's reach.
86% of the Whites do not read literature on raising children.
86% of the Whites do not discuss raising children with grandparents.
58% of the Whites teach children time, budgeting, meal, food, marketing, housekeeping and child care.
86% of the Whites do not provide children opportunity to learn household responsibility.
99% of the Whites did not plan the spacing or number of children.
71% of the Whites believed that the income affected their ability to rear children.
99% of the Whites believed schools did not prepare sufficiently for child rearing.
28% of the Whites believed integrated learning would provide better child rearing skills.

Table 61

Analysis of Responses to Questionnaire on
Time Management Skills
Middle Social Class Blacks

N = 25

Time Management Skills (Middle Class Blacks Over $8,000)

84% of the Blacks do not write out plans as to how they will use each day.

51% of the Blacks do not have a routine for the things they do each day.

41% of the Blacks mark their calendar so they may change their routine accordingly.

59% of the Blacks know how much time it takes to perform chores.

69% of the Blacks plan time for preparing food.

81% of the Blacks plan time for serving meals.

78% of the Blacks plan time for clearing table and washing dishes.

39% of the Blacks plan time for mending.

69% of the Blacks believed that the income affects their ability to manage time.

65% of the Blacks believe schools did not prepare them sufficiently to manage time.

84% of the Blacks believe integrated learning would provide better time management skills.

Table 62

Analysis of Responses to Questionnaire on
Time Management Skills
Middle Social Class Whites

N = 25

Time Management Skills (Middle Class Whites Over $8,000)

97% of the Whites do not write out plans as to how they will use each day.

60% of the Whites do not have a routine for the things they do each day.

72% of the Whites mark their calendar so they may change their routines accordingly.

67% of the Whites know how much time it takes to perform chores.

71% of the Whites plan time for preparing food.

87% of the Whites plan time for serving meals.

88% of the Whites plan time for clearing table and washing dishes.

67% of the Whites plan time for mending.

58% of the Whites believed that the income affected their ability to manage time.

53% of the Whites believed schools did not prepare them sufficiently to manage time.

78% of the Whites believed integrated learning would provide better time management skills.

Table 63

Analysis of Responses to Questionnaire on
Housekeeping Skills
Middle Social Class Blacks

N = 25

Housekeeping Skills (Middle Class Blacks Over $8,000)
81% of the Blacks have an orderly sequence for performing household chores.
45% of the Blacks believe income affects their ability to maintain high standards of housekeeping.
53% of the Blacks believe schools did not prepare sufficiently for housekeeping skills.
88% of the Blacks believe integrated learning would provide better housekeeping skills.

A vast majority of the middle social class Blacks sampled believed that integration would provide a better learning situation for studying housekeeping skills.

Table 64

Analysis of Responses to Questionnaire on
Housekeeping Skills
Middle Social Class Whites

N = 25

Housekeeping Skills (Middle Class Whites Over $8,000)
55% of the Whites have an orderly sequence for performing household chores.
69% of the Whites believe income affects their ability to maintain high standards of housekeeping.
56% of the Whites believe schools did not prepare sufficiently for housekeeping skills.
86% of the Whites believe integrated learning would provide better housekeeping skills.

The vast majority of middle social class Whites sampled believed that integration would provide a better learning situation for studying housekeeping skills.

Table 65

Analysis of Responses to Questionnaire on
Marketing Skills
Middle Social Class Blacks

N = 25

Marketing Skills (Middle Class Blacks Over $8,000)
75% of the Blacks shop after eating.
61% of the Blacks compare prices before shopping.
53% of the Blacks do not know the cost of operating an appliance before buying.
65% of the Blacks know how to operate appliances' special features before buying.
76% of the Blacks believe their income affects ability to market for food, utilities and clothing.
34% of the Blacks did not believe that their schools taught them sufficiently how to market.
90% of the Blacks believed that integration would provide better marketing skills.

An overwhelming majority of middle social class Blacks sampled believed that integration would provide a better learning situation for studying marketing skills.

Table 66

Analysis of Responses to Questionnaire on
Marketing Skills
Middle Social Class Whites

N = 25

Marketing Skills (Middle Class Whites Over $8,000)
59% of the Whites shop after eating.
96% of the Whites compare prices before shopping.
65% of the Whites do not know the cost of operating an appliance before buying.
68% of the Whites know how to operate appliances' special features before buying.
99% of the Whites believe their income affects ability to market for food, utilities and clothing.
24% of the Whites did not believe that their schools taught them sufficiently how to market.
82% of the Whites believed that integration would provide better marketing skills.

An overwhelming majority of middle social class Whites believed that integration would provide a better learning situation for studying marketing skills.

Table 67

Analysis of Responses to Questionnaire on
Family Crisis Adjustment Skills
Middle Social Class Blacks

N = 25

Family Crisis Adjustment Skills (Middle Class Blacks Over $8,000)
23% of the Blacks need to be told to conserve energy.
79% of the Blacks respond to crisis calmly.
92% of the Blacks teach family members to expect less as a psychological adjustment to crisis.
68% of the Blacks believed that the income affects their ability to make crisis adjustments.
56% of the Blacks believe schools did not prepare them sufficiently to make crisis adjustments.
79% of the Blacks believe integrated learning would provide better crisis adjustment skills.

An overwhelming majority of the middle social class Blacks teach their family to expect less as psychological adjustments to crisis.

Table 68

Analysis of Responses to Questionnaire on
Family Crisis Adjustment Skills
Middle Social Class Whites

N = 25

Family Crisis Adjustment Skills (Middle Class Whites Over $8,000)
9% of the Whites need to be told to conserve energy.
86% of the Whites respond to crisis calmly.
99% of the Whites teach family to expect less as a psychological adjustment to crisis.
70% of the Whites believed that the income affects their ability to make crisis adjustments.
64% of the Whites believe schools did not prepare them sufficiently to make crisis adjustments.
77% of the Whites believe integrated learning would provide better crisis adjustment skills.

Close to 100 percent of the middle social class Whites sampled indicated that they teach their family to expect less as psychological adjustment to crisis.

Table 69

Analysis of Responses to Questionnaire on
Social Class and Racial Prejudice
as It Relates to Meal Management Skills

Meal Management - Low Social Class Blacks	
	64% of the Blacks felt that income affects their ability to manage meals.
	68% of the Blacks believed that integration would provide a better learning situation for meal management.
Meal Management - Low Social Class Whites	
	89% of the Whites felt that income affects their ability to manage meals.
	24% of the Whites believed that integration would provide a better learning situation for meal management.
Meal Management - Middle Social Class Blacks	
	81% of the Blacks felt that income affects their ability to manage meals.
	75% of the Blacks believed that integration would provide a better learning situation for meal management.
Meal Management - Middle Social Class Whites	
	96% of the Whites felt that income affects their ability to manage meals.
	62% of the Whites believed that integration would provide a better learning situation for meal management.

Table 70

Analysis of Responses to Questionnaire on
Social Class and Racial Prejudice
as It Relates to Food Preparation Skills

Food Preparation - Low Social Class Blacks	
	59% of the Blacks indicated that their income affects their ability to prepare food.
	64% of the Blacks believed that integration would provide a better learning situation for food preparation.
Food Preparation - Low Social Class Whites	
	62% of the Whites indicated that their income affects their ability to prepare food.
	24% of the Whites believed that integration would provide a better learning situation for food preparation.
Food Preparation - Middle Social Class Blacks	
	59% of the Blacks indicated that their income affects their ability to prepare food.
	81% of the Blacks believed that integration would provide a better learning situation for food preparation.
Food Preparation - Middle Social Class Whites	
	90% of the Whites indicated that their income affects their ability to prepare food.
	68% of the Whites believed that integration would provide a better learning situation for food preparation.

Table 71

Analysis of Responses to Questionnaire on
Social Class and Racial Prejudice
as It Relates to Money Management Skills

Money Management - Low Social Class Blacks	
	79% of the Blacks indicated that their schools did not teach them sufficiently how to manage money.
	88% of the Blacks believed that integration would provide a better learning situation for money management.
Money Management - Low Social Class Whites	
	84% of the Whites indicated that their schools did not teach them sufficiently how to manage money.
	58% of the Whites believed that integration would provide a better learning situation for money management.
Money Management - Middle Social Class Blacks	
	63% of the Blacks indicated that their schools did not teach them sufficiently how to manage money.
	95% of the Blacks believed that integration would provide a better learning situation for money management.
Money Management - Middle Social Class Whites	
	43% of the Whites indicated that their schools did not teach them sufficiently how to manage money.

Table 71 -- Continued

76% of the Whites believed that integration would provide a better learning situation for money management.

More than 75 percent of the middle social class Whites indicated that an integrated learning situation would provide a better setting for the study of money management.

Table 72

Analysis of Responses to Questionnaire on
Social Class and Racial Prejudice
as It Relates to Time Management Skills

Time Management - Low Social Class Blacks	
	81% of the Blacks did not feel that their schools taught them sufficiently how to manage time.
	83% of the Blacks believed that integration would provide a better learning situation for time management.
Time Management - Low Social Class Whites	
	72% of the Whites did not feel that their schools taught them sufficiently how to manage time.
	34% of the Whites believed that integration would provide a better learning situation for time management.
Time Management - Middle Social Class Blacks	
	65% of the Blacks did not feel that their schools taught them sufficiently how to manage time.
	84% of the Blacks believed that integration would provide a better learning situation for time management.
Time Management - Middle Social Class Whites	
	53% of the Whites did not feel that their schools taught them sufficiently how to manage time.
	78% of the Whites believed that integration would provide a better learning situation for time management.

Table 73

Analysis of Responses to Questionnaire on
Social Class and Racial Prejudice
as It Relates to Child Rearing Skills

Child Rearing Skills - Low Social Class Blacks	
	80% of the Blacks did not believe that their schools taught them sufficiently how to rear children.
	40% of the Blacks believed that integration would provide a better learning situation for child rearing.
Child Rearing Skills - Low Social Class Whites	
	80% of the Whites did not believe that their schools taught them sufficiently how to rear children.
	68% of the Whites believed that integration would provide a better learning situation for child rearing.
Child Rearing Skills - Middle Social Class Blacks	
	91% of the Blacks did not believe that their schools taught them sufficiently how to rear children.
	45% of the Blacks believed that integration would provide a better learning situation for child rearing.
Child Rearing Skills - Middle Social Class Whites	
	99% of the Whites did not believe that their schools taught them sufficiently how to rear children.
	28% of the Whites believed that integration would provide a better learning situation for child rearing.

Table 74

Analysis of Responses to Questionnaire on
Social Class and Racial Prejudice
as It Relates to Housekeeping Skills

Housekeeping Skills - Low Social Class Blacks	
	57% of the Blacks believed that the income affects their ability to maintain high standards of housekeeping.
	83% of the Blacks did not believe that their schools taught them sufficiently how to keep house.
	60% of the Blacks believed that integration would provide a better learning situation for housekeeping.
Housekeeping Skills - Low Social Class Whites	
	73% of the Whites believed that the income affects their ability to maintain high standards of housekeeping.
	89% of the Whites did not believe that their schools taught them sufficiently how to keep house.
	29% of the Whites believed that integration would provide a better learning situation for housekeeping.
Housekeeping Skills - Middle Social Class Blacks	
	45% of the Blacks believed that the income affects their ability to maintain high standards of housekeeping.
	53% of the Blacks did not believe that their schools taught them sufficiently how to keep house.

Table 74 -- Continued

	88% of the Blacks believed that integration would provide a better learning situation for housekeeping.
Housekeeping Skills - Middle Social Class Whites	
	69% of the Whites believed that the income affects their ability to maintain high standards of housekeeping.
	56% of the Whites did not believe that their schools taught them sufficiently how to keep house.
	86% of the Whites believed that integration would provide a better learning situation for housekeeping.

A majority of the middle social class Whites sampled indicated that their schools did not teach them sufficiently how to keep house.

Table 75

Analysis of Responses to Questionnaire on
Social Class and Racial Prejudice
as It Relates to Marketing Skills

Marketing Skills - Low Social Class Blacks
69% of the Blacks believed that the income affects their ability to market.
81% of the Blacks did not believe that their schools taught them sufficiently how to market.
63% of the Blacks believed that integration would provide a better learning situation for marketing.
Marketing Skills - Low Social Class Whites
87% of the Whites believed that the income affects their ability to market.
83% of the Whites did not believe that their schools taught them sufficiently how to market.
24% of the Whites believed that integration would provide a better learning situation for marketing.
Marketing Skills - Middle Social Class Blacks
76% of the Blacks believed that the income affects their ability to market.
34% of the Blacks did not believe that their schools taught them sufficiently how to market.
90% of the Blacks believed that integration would provide a better learning situation for marketing.
Marketing Skills - Middle Social Class Whites
99% of the Whites believed that the income affects their ability to market.

Table 75 -- Continued

24% of the Whites did not believe that their schools taught them sufficiently how to market.
82% of the Whites believed that integration would provide a better learning situation for marketing.

The vast majority of middle social class Whites believed that integration would provide a better setting for the study of marketing.

Table 76

Analysis of Responses to Questionnaire on
Social Class and Racial Prejudice
as It Relates to Family Crisis Adjustment Skills

Family Crisis Adjustment Skills - Low Social Class Blacks	
	54% of the Blacks believed that the income affects their ability to make crisis adjustments.
	85% of the Blacks did not believe that their schools taught them sufficiently how to make crisis adjustments.
	66% of the Blacks believed that integration would provide a better learning situation for studying crisis adjustment.
Family Crisis Adjustment Skills - Low Social Class Whites	
	56% of the Whites believed that the income affects their ability to make crisis adjustments.
	69% of the Whites did not believe that their schools taught them sufficiently how to make crisis adjustments.
	27% of the Whites believed that integration would provide a better learning situation for studying crisis adjustment.
Family Crisis Adjustment Skills - Middle Social Class Blacks	
	68% of the Blacks believed that the income affects their ability to make crisis adjustments.
	56% of the Blacks did not believe that their schools taught them sufficiently how to make crisis adjustments.
	79% of the Blacks believed that integration would provide a better learning situation for studying crisis adjustment.

Table 76 -- Continued

Family Crisis Adjustment Skills - Middle Social Class Whites
70% of the Whites believed that the income affects their ability to make crisis adjustments.
64% of the Whites did not believe that their schools taught them sufficiently how to make crisis adjustments.
77% of the Whites believed that integration would provide a better learning situation for studying crisis adjustment.

More than 75 percent of the middle social class Whites sampled indicated that integration would provide a better learning situation for the study of crisis adjustment.

In summary, this author is inclined to note that in each group studied there was an indication that the schools did not do enough to prepare the subjects to manage a home and family. The vast majority of the respondents believed that the income has an effect on their ability to manage the home and family.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the subjects included in this research and the conditions under which it was conducted, the following conclusions apply:

1. The knowledge of home management skills appeared to be low for the subjects included in this study. The subjects included were from both low social class and middle social class. Some of the respondents in the low social class group had completed high school, which was a total of 36 percent among the Black Americans and 44 percent among the White Americans. In the middle social class Black sample, 84 percent completed high school and 96 percent of the White Americans sampled completed high school.

There were among the low social class Black Americans a total of 8 percent who had attended college. There were a total of 8 percent White low social class Americans who had attended college.

Among the middle social class Blacks, 36 percent attended college. There were a total of 40 percent White middle social class Americans among the sample who attended college.

Meal Management, Low Social Class. Though most families shop once or twice a week, 87 percent shop more frequently and 70 percent

in this sample run out of food before the next scheduled shopping day. The survey indicates that low income families are forced to market more frequently. Seventy percent of the Blacks and 58 percent of the Whites who earn less than $8,000 plan their meals by the day, which reflects the strain to provide their families' food requirements.

The survey shows that 90 percent of the Blacks and 78 percent of the Whites buy the cheapest brands of food available, indicating little or no allowance in their budget for the consideration of quality. This fact is emphasized when 75 percent of the Blacks and 95 percent of the Whites answered affirmatively to the question, do you compare prices before shopping for food? When the respondents were asked if they felt that income affects their ability to manage family meals, the affirmative answers were most emphatic and represented the opinion of 64 percent of the Blacks earning under $8,000, 89 percent of the Whites with incomes under $8,000, 81 percent of the Blacks with incomes over $8,000 and 96 percent of the Whites whose incomes exceeded $8,000.

Schools are remiss in teaching meal management. Only 41 percent of the Blacks and 59 percent of the Whites felt that the schools which they attended taught them sufficiently about meal management. Sixty-eight percent of the Blacks and 70 percent of the Whites felt that an integrated learning situation would provide better meal management skills. This sample is unprepared scholastically and economically to master meal management skills.

Meal Management, Middle Social Class. Those in higher income brackets who are better educated seem to be more budget-involved; yet

they do not appear to demonstrate the ability or need to purchase foods and budget their food monies with nutritional awareness. However, they are inclined to buy store brands or the cheapest brand, and do otherwise demonstrate superior meal management skills.

The survey indicates that only 55 percent of the Blacks and 53 percent of the Whites prepare food according to nutritional needs. Twenty-eight percent of the Blacks plan the amount of money which they are going to spend on meat and protein foods, milk and milk products, fruits and vegetables and cereals and breads. Forty-six percent of the Whites plan the amount of money to be spent on meat and only 4 percent plan the amount to be spent on milk and milk products, fruits and vegetables and cereals and breads. Another revealing factor is that only 14 percent of the Blacks ran out of food before the next regularly scheduled shopping day, as compared to 70 percent in the under $8,000 for both Black and White respondents. Forty-seven percent of the Whites ran out of food before the next regularly scheduled marketing day.

The survey further indicates that higher incomes permitted more sales time buying, with 67 percent of the Blacks buying store brands and 15 percent buying higher priced name brands. Only 21 percent indicated that they bought the cheapest brands. On the other hand, 38 percent of the Whites bought store and higher priced brands, and 62 percent bought the cheapest brands.

Eighty-one percent of the Blacks believe that their income affects their ability to manage the family meals, an opinion shared by 96 percent

of the Whites. Only 46 percent of the Blacks and 55 percent of the Whites felt that the schools which they attended taught them sufficiently how to manage the family meals. Seventy-five percent of the Blacks and 62 percent of the Whites felt that an integrated learning situation would provide better meal management skills. This group is better prepared scholastically and economically to master meal management skills. Money is the dominant factor.

Food Preparation Skills, Low Social Class. This survey indicates that low income families do not prepare food as often as those with higher incomes. Fifty-seven percent of the Blacks prepare food once a day and 43 percent twice a day. Thirty-two percent of the Whites prepare food once a day, 35 percent prepare food twice a day, and 33 percent prepare food three times a day.

Forty-nine percent of the Black respondents said that they plan meatless meals. Seventy-five percent of the White respondents said that they plan meatless meals. This further illustrates the effects of poverty.

Fifty-nine percent of the Blacks and 62 percent of the Whites indicated that their income affected their ability to skillfully prepare foods for the family. Thirty-one percent of the Blacks and 26 percent of the Whites felt that the schools they attended taught them sufficiently how to prepare the family meals.

Sixty-four percent of the Blacks and 65 percent of the Whites felt that an integrated learning situation would provide better food preparation skills. This sample was unprepared scholastically and

economically to master food preparation skills.

Food Preparation Skills, Middle Social Class. This survey indicates that 18 percent of the Blacks and 30 percent of the Whites prepare food once a day. Fifty-five percent of the Blacks and 66 percent of the Whites prepare food twice a day. Twenty-six percent of the Blacks and 3 percent of the Whites prepare food three times a day.

Twenty-five percent of the Blacks and fifty-eight percent of the Whites plan meatless meals. This is contrasted by 49 percent of the impoverished Blacks and 75 percent of the lower social class Whites, respectively. Fifty-nine percent of the Blacks and 90 percent of the Whites felt that their income affects their ability to skillfully prepare foods for the family.

Money Management, Low Social Class. Fifty-seven percent of the Black respondents indicated that they write out plans for spending their money. Sixty-six percent of the White respondents write out plans for spending their money. Thirty-eight percent of the Blacks and 36 percent of the Whites were able to make ends meet.

The appalling discovery is that at least 62 percent of the Blacks could not meet their basic necessities and obligations, nor could 64 percent of the Whites. This survey suggests that many people in our society are in chronic need every month.

This survey further shows that only 32 percent of the Blacks and 28 percent of the Whites are able to put aside any money at all for ordinary emergencies, which do occasionally occur between paydays.

Record-keeping is poor among the respondents; 56 percent of the

Blacks and 39 percent of the Whites keep records of household expenditures. Sixty-nine percent of the Blacks and 21 percent of the Whites plan ahead just how they will spend their money.

Seventy-nine percent of the Blacks and 84 percent of the Whites said that the schools which they attended did not prepare them sufficiently to manage their income. Eighty-eight percent of the Blacks and 58 percent of the Whites felt that an integrated learning situation would provide better money management skills. These respondents are grossly unprepared scholastically and economically to master money management skills. They are conceptually non-aligned.

Money Management Skills, Middle Social Class. This survey indicates that 54 percent of the Blacks and 34 percent of the Whites write out the plans that they have for spending their money. Most stated that they could make ends meet; 71 percent of the Blacks and 70 percent of the Whites so responded. Sixty-eight percent of the Blacks and 81 percent of the Whites are able to set aside money as a cushion against emergencies.

Fifty-six percent of the Blacks and 60 percent of the Whites keep records of how much each of the household expenditures are. Seventy-seven percent of the Blacks and 74 percent of the Whites plan ahead just how they will spend their income.

Sixty-three percent of the Blacks and 43 percent of the Whites said that the schools which they attended did not prepare them to manage their income. Ninety-five percent of the Blacks and 76 percent of the Whites felt that an integrated learning situation would provide

better money management skills. Even though this sample does not demonstrate scholastic money management skills, their higher income allows them to get along. Therefore, they are economically prepared to master money management skills.

Time Management Skills, Low Social Class. Fifty percent of the Blacks indicated that they write out plans as to how they will use each day; none of the Whites write out plans. Fifty percent of the Blacks and 53 percent of the Whites have a routine schedule for the things they do every day. Fifteen percent of the Blacks and 28 percent of the Whites mark their calendars so that they may change their routine accordingly. Fifty-five percent of the Blacks and 29 percent of the Whites know how much time to allow for their various jobs. Fifty-eight percent of the Blacks and 28 percent of the Whites plan time for preparing food. Fifty-two percent of the Blacks and 29 percent of the Whites plan time for serving meals. Sixty-three percent of the Blacks and 49 percent of the Whites plan time for clearing the table and washing dishes.

Sixty-seven percent of the Blacks and 26 percent of the Whites plan time for outside work such as raking leaves, sweeping and cleaning. Seventy-one percent of the Blacks and 43 percent of the Whites plan time for cleaning the stove and refrigerator. Fifty-seven percent of the Blacks and 52 percent of the Whites plan time for mending. Sixty-seven percent of the Blacks and 26 percent of the Whites plan time for home repairs. Seventeen percent of the Blacks and 31 percent of the Whites felt that their class-linked social status affected their ability to manage time. Nineteen percent of the Blacks and 28 percent of the

Whites felt that the schools which they attended taught them sufficiently to manage time. Eighty-three percent of the Blacks and 34 percent of the Whites felt that an integrated learning situation would provide better home management skills. Time management skills are extremely poor and are acutely lacking among the Whites in this group. A fair observation suggests that economic circumstances present an irreversible condition. This group does not have the scholastic or economic ability to improve their home management skills.

Time Management Skills, Middle Social Class. This survey indicates that 16 percent of the Blacks and 3 percent of the Whites write out plans as to how they will use each day. Forty-nine percent of the Blacks and 40 percent of the Whites have a routine schedule for the things they do every day. Forty-one percent of the Blacks and 72 percent of the Whites mark their calendar so that they may change their schedule accordingly. Fifty-nine percent of the Blacks and 67 percent of the Whites knew how much time it takes to perform various chores. Thirty-five percent of the Blacks and 53 percent of the Whites plan the day and hours for marketing. Sixty-nine percent of the Blacks and 71 percent of the Whites plan time for preparing food. Eighty-one percent of the Blacks and 87 percent of the Whites plan the time when they will serve meals. Seventy-eight percent of the Blacks and 88 percent of the Whites plan time for clearing the table and washing the dishes. Eighty percent of the Blacks and 81 percent of the Whites plan time for outside work such as raking leaves, sweeping and cleaning. Fifty-nine percent of the Blacks and 86 percent of the Whites plan time for cleaning the stove and refrigerator. Thirty-nine percent of the Blacks and

67 percent of the Whites plan time for mending. Seventy-seven percent of the Blacks and 88 percent of the Whites plan time for home repairs. Sixty-nine percent of the Blacks and 18 percent of the Whites felt that their class-linked social status affects their ability to manage time. Thirty-five percent of the Blacks and 47 percent of the Whites felt that the schools which they attended taught them sufficiently how to manage time. Eighty-four percent of the Blacks and 78 percent of the Whites felt that an integrated learning situation would provide better time management skills. This group demonstrates poor time management skills.

Child Rearing Skills, Low Social Class. This survey indicates that 20 percent of the Blacks and 31 percent of the Whites know where their children are at all times of the day and night. Sixty percent of the Blacks and 31 percent of the Whites keep dangerous and potentially dangerous objects out of the reach of children. None of the Blacks and 12 percent of the Whites read literature on how to raise children. Forty percent of the Blacks and 6 percent of the Whites discussed child rearing with the grandparents. Sixty percent of the Blacks and 18 percent of the Whites provide their children with an opportunity to learn household responsibilities. Twenty-four percent of the Blacks and 15 percent of the Whites teach their children time management, budgeting, meal management, food preparation, marketing, housekeeping, child care and how to make crisis adjustments. Twenty percent of the Blacks and 6 percent of the Whites plan the number and spacing of children. Eighty percent of the Blacks and 94 percent of the Whites did not feel that their income is sufficient to raise their

children in good health and happiness. Twenty percent of the Blacks and 25 percent of the Whites feel that the schools which they attended taught them sufficiently how to raise children. Forty percent of the Blacks and 68 percent of the Whites felt that an integrated learning situation would provide better child rearing skills. These respondents tend to provide little or no home training for their children. The lack of money makes good health and happiness a luxury.

Child Rearing Skills, Middle Social Class. This survey indicates that 27 percent of the Blacks and 14 percent of the Whites know where their children are at all times of the day and night. Twenty-seven percent of the Blacks and 57 percent of the Whites keep dangerous and potentially dangerous objects out of children's reach. Eighteen percent of the Blacks and 14 percent of the Whites read literature on how to rear children. Eighteen percent of the Blacks and 14 percent of the Whites discuss child rearing with grandparents. Thirty-six percent of the Blacks and 14 percent of the Whites provide their children with an opportunity to learn household responsibility. Forty-three percent of the Blacks and 58 percent of the Whites teach their children home management, budgeting, meal management, food preparation, marketing, housekeeping, child care and how to make crisis adjustments. Nine percent of the Blacks and none of the Whites planned the number and spacing of their children. Nine percent of the Blacks and none of the Whites felt that the schools which they attended taught them sufficiently how to raise children. Forty-five percent of the Blacks and

28 percent of the Whites felt that an integrated learning situation would provide better child rearing skills. This group fails to provide adequate home training for their children.

Housekeeping Skills, Low Social Class. Fifty-nine percent of the Blacks and 37 percent of the Whites have an orderly sequence by which they perform household chores. Fifty-seven percent of the Blacks and 73 percent of the Whites feel that their income affects their ability to maintain high standards of housekeeping. Seventeen percent of the Blacks and 11 percent of the Whites felt that the schools which they attended taught them sufficiently to develop and maintain high standards of housekeeping. Sixty-three percent of the Blacks and 29 percent of the Whites feel that an integrated learning situation would provide better housekeeping skills.

Housekeeping Skills, Middle Social Class. Eighty-one percent of the Blacks and 55 percent of the Whites have an orderly sequence in which they perform their household chores. Forty-five percent of the Blacks and 69 percent of the Whites felt that their income affects their ability to maintain high standards of housekeeping. Forty-seven percent of the Blacks and 44 percent of the Whites felt that the schools which they attended taught them sufficiently how to develop and maintain high standards of housekeeping. Eighty-eight percent of the Blacks and 86 percent of the Whites feel that an integrated learning situation would provide better housekeeping skills.

Marketing Skills, Low Social Class. Nineteen percent of the Blacks and 20 percent of the Whites shop after eating. Eighty-two

percent of the Blacks and 97 percent of the Whites compare prices before shopping. Forty-six percent of the Blacks and 27 percent of the Whites know the cost of operating an appliance before purchasing. Forty-eight percent of the Blacks and 32 percent of the Whites know how to operate the special features on an appliance before buying. Sixty-nine percent of the Blacks and 87 percent of the Whites feel that their income affects their ability to market for food, utilities and clothing. Nineteen percent of the Blacks and 17 percent of the Whites felt that the schools which they attended taught them sufficiently how to buy from the marketplace. Sixty-three percent of the Blacks and 74 percent of the Whites feel that an integrated learning situation would provide better marketing skills.

Marketing Skills, Middle Social Class. Seventy-five percent of the Blacks and 59 percent of the Whites shop after eating. Sixty-one percent of the Blacks and 96 percent of the Whites compare prices before shopping. Forty-seven percent of the Blacks and 35 percent of the Whites know the cost of operating an appliance before buying. Sixty-five percent of the Blacks and 68 percent of the Whites know how to operate the special features on an appliance before buying. Seventy-six percent of the Blacks and 100 percent of the Whites feel that their income affects their ability to market for food, utilities and clothing. Thirty-four percent of the Blacks and 24 percent of the Whites felt that the schools which they attended taught them sufficiently how to buy from the marketplace. Ninety percent of the Blacks and 82 percent of the Whites felt that an integrated learning situation would provide

better marketing skills.

Family Crisis Adjustment Skills, Low Social Class. This survey indicates that 10 percent of the Blacks and 27 percent of the Whites need to be told to conserve energy. Thirty-two percent of the Blacks and 40 percent of the Whites respond to a crisis in a calm way. Seventy-one percent of the Blacks and 85 percent of the Whites do teach family members to want and expect less as a way to adjust psychologically to crisis. Sixty-three percent of the Blacks and 73 percent of the Whites know where to go for help should they not have food to eat. Seventy-four percent of the Blacks and 52 percent of the Whites know emergency telephone numbers. Sixty-seven percent of the Blacks and 57 percent of the Whites know escape windows and doors. Fifteen percent of the Blacks and 70 percent of the Whites think that their class-linked social status affects their ability to make crisis adjustments. Fifteen percent of the Blacks and 31 percent of the Whites feel that the schools which they attended taught them sufficiently how to adjust to crisis situations. Sixty-six percent of the Blacks and 27 percent of the Whites felt that an integrated learning situation would provide better family crisis adjustment skills.

Family Crisis Adjustment Skills, Middle Social Class. This survey indicates that 23 percent of the Blacks and 29 percent of the Whites need to be told to conserve energy. Seventy-nine percent of the Blacks and 86 percent of the Whites respond to crisis in a calm way. Ninety-two percent of the Blacks and 99 percent of the Whites teach family members to want and expect less as a way to adjust psychologically to crisis. Eighty-five percent of the Blacks and 52

percent of the Whites know where to go for help should they not have food to eat. Eighty-two percent of the Blacks and 99 percent of the Whites know emergency telephone numbers. Ninety-three percent of the Blacks and 99 percent of the Whites know escape windows and doors. Sixty-eight percent of the Blacks and 10 percent of the Whites felt that their class-linked social status affects their ability to make crisis adjustments. Forty-four percent of the Blacks and 36 percent of the Whites felt that the schools which they attended taught them sufficiently how to adjust to crisis situations. Seventy-nine percent of the Blacks and 77 percent of the Whites feel that an integrated learning situation would provide better family crisis adjustment skills.

2. The proposition that all in America are created equal conflicts with the facts as they exist in the American social class system. Those who participated in the interview as respondents were all native-born Americans. It is the dream of Americans to reach the top, or to try to succeed in doing their best to reach further in life. It is the conclusion of this researcher that if all men in America were created equal, there would be no bottom, middle or top levels in our social class system. This researcher further concludes that the social class systems breed stations in life from which some attempt to escape and others spend their lives trying to attain. There appears to be an agony and constant distress associated with the Black lower class studied, but the Black middle class studied also carries some of the same characteristics associated with the Black lower class. It is also

the conclusion of this researcher that there may exist a type of chronic trend bred in poverty which might in fact become irreversible.

3. Racial prejudice will exist where opportunities for advancement are predicated upon race. It is the conclusion of this researcher that the economic success which is needed to promote one from one social class to another is linked to educational attainment, which is linked back to economic success. There appears to be among the Black sample studied slight differences in the ability to generally manage the home and family in important areas of child rearing, meal management and food preparation. The skills necessary to managing a home and family must be taught by skilled and experienced teachers. Racial prejudice in education can bring about a gap in the transferring of these skills to offspring. In the Black sample studied, the majority of both low social class and middle social class heads of families attended segregated schools and resided in segregated neighborhoods.

Recommendations

This study should be replicated using a larger sample to increase the generalizability of the findings. The development of home management houses for inner city residents for both the low and middle social class Black Americans is recommended. Since management of the home is transferrable in terms of skill, public school curricula should be restudied and made more applicable to the needs of all low income students in an attempt to shorten the gap of home management abilities between the classes.

The levels of knowledge about social class and its effect on the ability of American citizens to suitably rear children and manage the affairs of the home should be raised by research in the field of home economics.

Research is often needed to study the effects that separation of race has on both the Black and White races of our country. Research in the area of racial prejudice as a destroyer of all family growth and development is needed, since the family is the basic unit of our society.

Research is needed to discover whether social class and racial prejudice divides the Black American family and community. As did Clark (1981), this researcher sees a need to take a new look at the assumption upon which racial prejudice is based, which states that there are limits on the opportunities and benefits of American democracy that Blacks are permitted to share. This may be a means of identifying a point of growth and strengthening of the Black American family, and this requires intervention and planned strategies of proven quality.

This researcher sees the need for the intervention of those so trained in the areas of social science and home economics into the problems of family life existence among the low social class Black Americans. A selected strategy to employ might be one of catalytic potential.

Catalytic Interventions

This researcher also sees the need for those undertaking replication of this study to enter the solutions to the problem by adding

information that has the potential of transforming the situation from what it was. Since it will not be enough to restate the problem, but provide a catalytic plan for action or suggest a procedure that will lead to a different line of action.

Possible Changes in the Field

This researcher believes that there would be value in investigating the ability of individuals being trained as homemaker trainees for premarital programs.

Society in America can assist the Black American man and woman in improving home management skills by initiating planned strategies of image building among young Black students. Black American society, and White American society can further improve the home management skills among Black men and women through studies and questionnaires developed by organized community investigators in much the same manner that community and neighborhood captains are organized.

Public schools can bring about favorable changes in the way that society views the children of Black families. Higher educational systems must begin recognizing the need for basic courses in home management.

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APPENDIX

QUESTIONNAIRE

ABSTRACT

THE RELATIONSHIP BETWEEN SOCIAL CLASS AND RACIAL PREJUDICE ON HOME MANAGEMENT SKILLS AMONG BLACK AMERICANS

by
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July, 1981

THE RELATIONSHIP BETWEEN SOCIAL CLASS
AND RACIAL PREJUDICE ON HOME MANAGEMENT
SKILLS AMONG BLACK AMERICANS

WILSON, Catherine Walker, Ph.D.
Walden University, 1981

Adviser: Dr. Lee J. Messinger

This study was designed to investigate the relationship of social class and racial prejudice on the home management skills of Black Americans. This was done in an effort to determine if there are factors present in our society which can affect the ability of Black Americans in the area of home management. This study was also designed to set forth information that might ultimately assist educators, social forecasters and social scientists in planning appropriate research and instructional programs for urban Black Americans.

The method of research has enabled the researcher to provide a detailed picture of home management skills that exist among the sample of Black American respondents. This methodology also presented an opportunity to relate the external forces which are often excluded in research of the habits and trends of Black Americans.

The 100 subjects were randomly selected. Twenty-five were chosen from among low social class Black American families; twenty-five from middle social class Black American families; twenty-five from low social class White American families and twenty-five from middle social class White American families.

This research was designed to relate in a practical manner to social change and to the tested theories of planned social change. The strategies selected to implement the changes were the 4-D Model for Change and Normative Re-Educative Strategy for Change.

The respondents answered in interviews of 25 minutes each, questions which involved 173 questions concerning meal management, food preparation, money management, time management, child rearing, high standards of housekeeping, marketing for food, clothing and appliances, and crisis adjustments. The questionnaire also included questions concerning the type of education, whether segregated or not and the type of neighborhood, whether segregated or not.

The majority of the Black Americans interviewed indicated that there does exist a relationship between social class and racial prejudice, and the ability to manage a home and family.

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APPENDIX

QUESTIONNAIRE

PART I

NON-ACADEMIC STATISTICAL INFORMATION

1. Race

2. Age

3. Sex

4. Income

5. Marital status: Married ___ Divorced ___ Single ___ Widowed ___

6. What is your highest level of education? _____

7. Did you attend segregated schools? Yes _____ No _____

8. Are your neighbors:

   a. All Black Yes _____ No _____
   b. All White Yes _____ No _____
   c. Mixed neighborhood Yes _____ No _____

PART II

ACADEMIC INFORMATION

Meal Management Skills

1. Do you plan meals by the:

a. Day	Yes _____	No _____
b. Week	Yes _____	No _____
c. Month	Yes _____	No _____

2. Do you plan meals according to nutritonal need?

Yes _____ No _____

3. Do you plan the amount of money to be spent for the following items:

a. Meat and protein foods	Yes _____	No _____
b. Milk and milk products	Yes _____	No _____
c. Fruits and vegetables	Yes _____	No _____
d. Cereals and breads	Yes _____	No _____

4. Do you buy foods from one of the following:

a. Super market	Yes _____	No _____
b. Corner store	Yes _____	No _____

5. Do you run out of food before the next market day?

Yes _____ No _____

6. Do you shop:

a. Every day	Yes _____	No _____
b. Once a week	Yes _____	No _____
c. Twice a month	Yes _____	No _____
d. Sometimes twice a day	Yes _____	No _____

7. Do you compare prices before you shop?

Yes _____ No _____

8. Do you buy:

a. The most expensive brands	Yes _____	No _____
b. The store brand foods	Yes _____	No _____
c. The cheapest brands available	Yes _____	No _____

9. Do you shop where foods are fresh? Yes _____ No _____

Food Preparation Skills

1. Do you know how to prepare foods so that the nutrients are not wasted by overcooking or burning?

Yes _____ No _____

2. Do you prepare foods that are colorful and tempting?

Yes _____ No _____

3. Do you prepare foods that have different textures?

Yes _____ No _____

4. Do you prepare foods:

a. Once a day	Yes _____	No _____
b. Twice a day	Yes _____	No _____
c. Three times a day	Yes _____	No _____

5. Do you include meatless meals in your food selection?

Yes _____ No _____

6. Do you prepare foods in a clean kitchen?

Yes _____ No _____

7. Do you prepare foods in spotless cooking utensils?

Yes _____ No _____

Money Management Skills

1. Do you write out the plans that you have for spending your income?

Yes _____ No _____

2. Do you divide your income into portions according to your financial obligations?

Yes _____ No _____

3. Do you find that you can make ends meet?

Yes _____ No _____

4. Do you set aside money for the times when your money does not go far enough?

Yes _____ No _____

5. Do you depend on someone else to show you how to spend your income?

Yes _____ No _____

6. Do you keep records of how much each of the household expenditures are?

Yes _____ No _____

7. Do you plan ahead how you will spend the family's income?

Yes _____ No _____

8. Do you spend your money on needed items?

Yes _____ No _____

Time Management Skills

1. Do you write out plans as to how you will use each day?

Yes _____ No _____

2. Do you mark your calendar so that you can change your routine accordingly?

Yes _____ No _____

3. Do you know how much time to allow for various jobs?

Yes _____ No _____

4. Do you include budgeting time, money and energy in your schedule?

Yes _____ No _____

5. Do you include menu planning in your time schedule?

Yes _____ No _____

6. Do you plan the day and hours for marketing?

Yes _____ No _____

7. Do you plan time for preparing foods?

Yes _____ No _____

8. Do you plan time for storing foods?

Yes _____ No _____

9. Do you plan the time when you will serve meals?

Yes _____ No _____

10. Do you plan time for clearing the table and washing the dishes?

Yes _____ No _____

11. Do you plan time for outside work, such as raking leaves, sweeping and cleaning?

Yes _____ No _____

12. Do you plan time for inside work?

Yes _____ No _____

13. Do you plan time for cleaning the stove and refrigerator?

Yes _____ No _____

14. Do you plan time for mending?

Yes _____ No _____

15. Do you plan time for home repairs?

Yes _____ No _____

Child Rearing Skills

1. Do you know where your children are at all times of the day and night?

   Yes _____ No _____

2. Do you keep dangerous and potentially dangerous objects out of the reach of children?

   Yes _____ No _____

3. Do you provide hooks and low racks for children?

   Yes _____ No _____

4. Do you include your husband/wife in making decisions about the children?

   Yes _____ No _____

5. Do you and your husband/wife agree on how to raise the children?

   Yes _____ No _____

6. Do you and your husband/wife know how you want to raise the children?

   Yes _____ No _____

7. Do you and your husband/wife read literature on how to rear children?

   Yes _____ No _____

8. Do you and your husband/wife discuss child rearing with the grandparents?

   Yes _____ No _____

9. Do you and your husband/wife assist the children with homework?

   Yes _____ No _____

10. Do you and the children have an opportunity to "talk about things"?

    Yes _____ No _____

11. Do you and your husband teach family togetherness?

    Yes _____ No _____

12. Do you provide the children an opportunity to learn household responsibility?

Yes _____ No _____

13. Do you and your husband/wife provide the children with their daily needs?

Yes _____ No _____

14. Do you teach your children the following:

a. Time management	Yes _____	No _____
b. Budgeting	Yes _____	No _____
c. Meal management	Yes _____	No _____
d. Food preparation	Yes _____	No _____
e. Marketing	Yes _____	No _____
f. Housekeeping	Yes _____	No _____
g. Child care	Yes _____	No _____
h. How to make crisis adjustments	Yes _____	No _____

15. Do you and your spouse plan the number and spacing of children?

Yes _____ No _____

Housekeeping Skills

1. Do you know which household jobs should be done by each member of the family?

Yes _____ No _____

2. Do you arrange housekeeping equipment and supplies in the area in which they will be used?

Yes _____ No _____

3. Do you have an orderly sequence in which to do household chores?

Yes _____ No _____

4. Do you store bags, wrapping paper, string and other small usable articles neatly in a convenient place?

Yes _____ No _____

5. Do you have a safe and orderly place in which to store important

papers?

Yes _____ No _____

6. Do you add shelves and other types of additions to make adequate storage space?

Yes _____ No _____

7. Do you keep all your cleaning equipment in working condition?

Yes _____ No _____

8. Do you keep extra fuses on hand?

Yes _____ No _____

9. Do you have adequate lighting in the home?

Yes _____ No _____

10. Do you houseclean on a regular basis?

Yes _____ No _____

11. Do you air and hang clothes in the closet after wearing?

Yes _____ No _____

12. Do you have a certain place to put soiled clothing and bed linens?

Yes _____ No _____

13. Do you see that the beds are made after rising in the morning?

Yes _____ No _____

14. Do you assign household chores on a basis of who can perform the chore?

Yes _____ No _____

15. Do you discard items that cannot be used?

Yes _____ No _____

16. Do you see to the safety of the household by securing loose rugs

and sharp instruments?

Yes _____ No _____

17. Do you care for all cooking and eating utensils immediately after meals?

Yes _____ No _____

18. Do you have a set of standards by which you judge your housekeeping?

Yes _____ No _____

Marketing Skills

Food:

1. Do you make a market list of foods to be purchased?

Yes _____ No _____

2. Do you shop after eating?

Yes _____ No _____

3. Do you buy large quantities of food at a time, if there is a good way to store it?

Yes _____ No _____

4. Do you buy foods that you can afford?

Yes _____ No _____

5. Do you compare prices before you shop?

Yes _____ No _____

6. Do you buy foods that you are certain will not be wasted?

Yes _____ No _____

7. Do you buy staples in large enough quantity that you will not run out?

Yes _____ No _____

8. Do you buy foods when they are in season?

Yes _____ No _____

9. Do you know how to read the labels on:

a. Meats and beans Yes _____ No _____
b. Milk and milk products Yes _____ No _____
c. Fruits and vegetables Yes _____ No _____
d. Cereals and breads Yes _____ No _____

Appliances:

1. Do you know the quality of equipment before going to the market?

Yes _____ No _____

2. Do you know what a warranty is?

Yes _____ No _____

3. Do you know the cost of operating the equipment to be bought?

Yes _____ No _____

4. Do you know whether to buy a gas or electric appliance before going to the market?

Yes _____ No _____

5. Do you know the utility's ease of care before buying?

Yes _____ No _____

6. Do you know of the utility's safety before going to the market?

Yes _____ No _____

7. Do you know the outside dimensions of the utility to be bought?

Yes _____ No _____

8. Do you compare brands and prices before buying?

Yes _____ No _____

9. Do you know how to operate the special features of the appliance

before buying?

Yes _____ No _____

10. Do you read consumer magazines and reports?

Yes _____ No _____

11. Do you read the manufacturer's brochure concerning the appliance to be bought?

Yes _____ No _____

12. Do you know that you will be able to afford the maintenance of the appliance to be bought?

Yes _____ No _____

Clothing:

1. Do you buy clothing for specific needs of the family?

Yes _____ No _____

2. Do you buy clothing during "sale days"?

Yes _____ No _____

3. Do you buy clothes which fit comfortably?

Yes _____ No _____

4. Do you know sizes and measurements before going to the market?

Yes _____ No _____

5. Do you buy pre-shrunk garments and materials?

Yes _____ No _____

6. Do you buy easy to care for styles and fabrics?

Yes _____ No _____

7. Do you buy garments that are easy to put on and take off?

Yes _____ No _____

8. Do you compare prices before buying?

Yes _____ No _____

9. Do you buy safe clothing?

Yes _____ No _____

Family Crisis Adjustment Skills

1. Do you need to be told to conserve energy?

Yes _____ No _____

2. Do you attempt to modify your use of gas, oil and electricity to prevent a crisis within your home?

Yes _____ No _____

3. Do you respond to crisi n a calm way?

Yes _____ No _____

4. Do you discuss with the members of the family what to do should a crisis occur?

Yes _____ No _____

5. Do you develop plans to follow if the family is to become severely restricted as the result of a crisis?

Yes _____ No _____

6. Do you teach family members to want and expect less as a way to adjust psychologically to crisis?

Yes _____ No _____

7. Do you produce as much as possible at home (Canning, food drying, sewing)?

Yes _____ No _____

8. Do you know where to go for help should you not have food to eat?

Yes _____ No _____

9. Do you and everyone in your household know emergency telephone numbers?

Yes _____ No _____

10. Do you and all members of your family know escape windows and doors?

Yes _____ No _____

PART III

INFORMATION CONCERNING SOCIAL CLASS

Do you think that your class-linked social status affects your ability to:

1. Manage meals Yes _____ No _____
2. Prepare food Yes _____ No _____
3. Manage money Yes _____ No _____
4. Manage time Yes _____ No _____
5. Rear children Yes _____ No _____
6. Market Yes _____ No _____
7. Keep house Yes _____ No _____
8. Make adjustments to crisis Yes _____ No _____

PART IV

INFORMATION CONCERNING SUFFICIENT EDUCATION

Do you believe that the schools which you attended provided you with sufficient skills in:

1. Meal management Yes _____ No _____
2. Food Preparation Yes _____ No _____
3. Money management Yes _____ No _____
4. Time management Yes _____ No _____
5. Child rearing Yes _____ No _____
6. Marketing Yes _____ No _____
7. Housekeeping Yes _____ No _____
8. Crisis adjustment Yes _____ No _____

PART V

INFORMATION CONCERNING RACIAL PREJUDICE

Do you believe that integration would provide a better learning situation for the study of:

1. Meal management Yes _____ No _____
2. Food preparation Yes _____ No _____
3. Money management Yes _____ No _____
4. Time management Yes _____ No _____
5. Child rearing Yes _____ No _____
6. Marketing Yes _____ No _____
7. Housekeeping Yes _____ No _____
8. Crisis adjustment Yes _____ No _____

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VITA

Catherine Walker Wilson
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Cheyney, PA 19319
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PERSONAL:
Place of Birth - Chester, PA
Date of Birth - September 24, 1938
Height - 5'2"
Weight - 130
Marital Status - Married, no children

EMPLOYMENT:
Assistant Professor of Home Economics Education
Cheyney State College, Cheyney, PA

EDUCATION:
Bachelor of Science, 1961
Cheyney State College, Cheyney, PA
Home Economics Vocational, Home Economics Special Class

Master of Science, 1970
Drexel University, Philadelphia, PA
Home Economics

Additional study at Drexel University, the Pennsylvania State University, and St. Joseph's University.

EDUCATIONAL EXPERIENCE:
Number of years teaching experience -- 20 years

Home Economics Teacher, 1961-71
Chester School District, Chester, PA

Art Instructor, 1967-69
Adult Education Program, Chester, PA

Ceramics Instructor, 1967-69
Chester Housing Authority, Chester, PA

Nature Crafts Instructor, 1970
Science Camp, Chester School District, Chester, PA

Instructor of Home Management, 1961 to present
Cheyney State College, Cheyney, PA

OTHER PROFESSIONAL EXPERIENCE:

Consultant, Mantua Homemaker Aides Services, 1969-70 Philadelphia, PA

Television demonstration, "Right On" program, Channel 10, WCAU-TV, Philadelphia, two appearances, 1970.

Extended field experiences with adult students in Chester Community Ceramics classes, 1970.

Assistant Director, Orbit Artists, 1970.

Resource person, Special Education Division, Chester School District, 1970.

Secretary, Practical Arts Division, Douglass Junior High School, Chester, PA, 1970.

Co-Ordinator, Pre-Student Teachers, Home Economics Department, Drexel University, 1970.

Served as consultant to the Chester County Nutrition Association and the Delaware County Nutrition Association, 1975.

Hosted and directed television show, "World Food Problems and International Foods Fare Show," Channel 7, WCOJ-TV, Coatesville, PA, 1978.

Made several appearances on Captain Noah's TV show, Channel 6, Philadelphia, PA, 1980.

PUBLICATIONS:

Special Class Home Economics Course of Study, 1965.

Special Class Arts and Crafts, 1966.

Special Class Student Handbook of Outlays and Displays, Posters and Bulletin Boards, 1966.

"The Great Potato Chip Mystery" (puppet play), 1974.

PROFESSIONAL SOCIETIES:

American Home Economics Association
International Home Economics Association
Pennsylvania Home Economics Association
Delaware County Nutrition Association
American Vocational Association
APSCUF/PAHE
NEA/PSEA
Chester County Home Economics Association

SPECIAL PROJECTS:

Study Tour to Caribbean, Cheyney State College, 1974.

Study Tour to West Africa, Cheyney State College, 1980.

HONORS:

Outstanding Teacher Award, Chester School District, 1967.

Outstanding Service Award, Student Government Cooperative Association, Cheyney State College, 1979.

Plaque in recognition of dedicated service in promoting the development of a positive campus environment conducive to learning, 1981.